DOCUMENT RESUME

ED 277 496 RC 016 008

TITLE California Policy Workshop on Special Education Needs of Migrant Handicapped Students. Proceedings Report (San Jose, California, August 15-17, 1985).
INSTITUTION California State Dept. of Education, Sacramento.
PUB DATE Aug 85
NOTE 144p.
AVAILABLE FROM Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271.
PUB TYPE Collected Works - Conference Proceedings (021) -- Information Analyses (070)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Access to Education; Agency Cooperation; Coordination; Delivery Systems; *Disabilities; *Educational Needs; Educational Planning; Elementary Secondary Education; Identification; *Migrant Children; *Migrant Education; Migrant Youth; Organizational Communication; *Program Development; *Special Education; Staff Development; State Programs; Workshops
IDENTIFIERS *California

ABSTRACT

This report describes rationale, planning processes/tasks, and evaluation techniques of a 1985 workshop on special education needs of migrant handicapped students and findings and recommendations of workshop participant groups. The workshop was designed to analyze present policies relating to migrant handicapped students, to develop strategies for enhancing services for these students, and to stimulate coordination among migrant, regular, bilingual, and special educators. The 140 participants were divided into work groups which presented findings, recommendations, and actions for 24 problem areas in awareness, communication, information transfer, identification/diagnosis, interagency coordination, funding, staff training, language needs, assessment, bilingual personnel, delivery systems, and instructional programs. Participants ranking 27 problem statements found the greatest concerns to be raising awareness of migrant handicapped student needs, enhancing communication about the students, and improving diagnosis, assessment, and cognizance of cultural and language needs of migrant students. Accompanying tables illustrate workshop planning/evaluation processes and provide rankings of problems with profiles of work group priorities and recommendations. Appendices key workshop grouping to results of a preliminary 1985 survey of migrant students in California special education, provide text of the California State Department of Education Interdivision Agreement of Migrant Children with Exceptional Needs, and include workshop materials and list of participants. (LFL)

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Proceedings Report

California Policy Workshop on Special Education Needs of Migrant Handicapped Students

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1986

Proceedings Report

California Policy Workshop on Special Education Needs of Migrant Handicapped Students

August 15—17, 1985
Red Lion Inn
San Jose, California

Publishing Information

This proceedings report was compiled by the Migrant Education Office, Curriculum and Instructional Leadership Branch, and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720.

The document was published by the Department, printed by the Office of State Printing, and distributed under the provisions of the Library Distribution Act and Government Code Section 11096.

A partial list of publications that are available from the Department of Education appears on the last two pages of this publication. A complete list of departmental publications, "Selected Publications of the California State Department of Education," may be obtained by writing to Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

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Preface

We are pleased to share this report with you, as it represents another example of California's continuing concern for the educational welfare of our children. Through the years our state has had the distinct responsibility to ensure excellence in education for all students irrespective of their station in life. Although the mobile life-style of migrant students presents unique problems in achieving this goal, California has been successful in meeting their educational needs and is committed to further realizing this aim. The California Policy Workshop conducted in San Jose represents one of the state's efforts in achieving this goal.

The 140 people who convened in San Jose were challenged in many ways to meet more effectively the needs of migrant handicapped students. Barriers attributable to geographic, disciplinary, and informational distinctions were resolved at the workshop by working together to achieve a common goal. The participants left San Jose with a blueprint for meeting the needs of migrant handicapped students. It is our desire that this report serve as a working document for policymakers and practitioners from throughout the state.

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Acknowledgments

Appreciation is expressed to the persons listed below, who provided their expertise, talent, and energy to ensure the success of the California Policy Workshop on Special Education Needs of Migrant Handicapped Students:

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The Task Group wishes to extend its gratitude to James R. Smith, Deputy Superintendent, Curriculum and Instructional Leadership Branch, and Xavier Del Buono, Deputy Superintendent, Specialized Programs Branch, State Department of Education, and to Jesse Fajardo, Jr., Director, Migrant Education, Office of the Santa Clara County Superintendent of Schools, for their continuous support and guidance during the planning and staging of the workshop. Their confidence and encouragement helped to make the event a meaningful experience for the delegates.

Finally, the workshop would not have been a success without the support given through contributions of funds, staff time, and other assistance by the Western Regional Resource Center, Eugene, Oregon, and the Education Commission of the States (ECS), Interstate Migrant Council, Denver, Colorado.

Introduction

The California Policy Workshop represents a milestone in the collaborative efforts undertaken in August 1984. At that time, a delegation from California participated in the National Policy Workshop on Special Education Needs of Migrant Handicapped Children conducted in San Antonio, Texas. The California delegates, along with delegates from 21 other states and Puerto Rico, spent two and a half days identifying problems and issues. Proposed alternatives and recommendations for federal-level and state-level implementation were formulated. The San Antonio participants also sought strategies for resolving the issues and problems identified during the workshop. Follow-up activities on the part of states that participated in San Antonio were strongly encouraged.

California's first response to the need to formulate definitive strategies to enhance services for migrant handicapped students was the formation of the Task Group composed of representatives from migrant, special, and bilingual education (see Appendix A). The Task Group, under the leadership of Ramiro Reyes, Robert Fuchigami, Leo Lopez, and Jack Schaeffer, developed three major initiatives on behalf of migrant handicapped students. The initiatives were as follows:

1. Develop a plan to determine the current status of migrant handicapped students identified, placed, and served by special education in California;

2. Sponsor a California Policy Workshop designed to analyze present policies and to develop strategies for enhancing services for these students; and

3. Create a general awareness of these students' needs among key policy and education decision makers throughout all levels of the California education structure.

Each of these initiatives was carried out by the Task Group during the period November 1984 through August 1985, when 140 people from throughout the state convened in San Jose for the California Workshop. The remainder of this document reports the procedures leading to the workshop and the findings that resulted.

Background—The Problem

> Today education is perhaps the most important function of the state and local governments. . . . (W)here the state has undertaken to provide it, (it) is a right which must be available to all on equal terms. (U.S. Supreme Court, Brown v. Board of Education[1]).

The genesis for the concern for education programs for migrant handicapped students stems from an awareness for equal access under the provisions of Brown v. Board of Education. Also, educators must share a mutual responsibility to migrant children, as specified in Public Law 94-142, as well as in Section 504 of the Rehabilitation Act. As detailed by Citron[2]:

> Shared themes of special education law include the right to a free appropriate public education, the right to related services, including health services and private school placements, the right to be educated in the least restrictive environment, the right to physical access to education programs and the right to an unbiased evaluation process. A handicapped child has the right to receive an extended school year if his or her individual needs require it. Likewise, the child is entitled to an individual evaluation of whether he or she is capable of participating in school sports programs. Tests used to evaluate handicapped children must be validated, and adequate notice about the testing must be given. A key facet to any of these rights is that certain procedural safeguards must be provided. In sum, notice and an opportunity for a hearing must be given, and scrupulous fairness ensured in any administrative proceedings that follow. (Citron p. xvii)[2]

The rights for handicapped students, as stipulated in the statutes and state plans developed to meet these students' special educational needs, appear to work best for a stationary student population. The mobility of migrant students who may traverse many district and state lines poses perplexing problems for educators in the design and delivery of education programs for the regular as well as handicapped migrant student population.

The recognition of the problems and the absence of substantive data regarding migrant handicapped students led the Interstate Migrant Education Task Force, assigned by the Education Commission of the States (ECS), to conclude that:

> . . . this population of students is not only underserved, but underidentified; and for the most part remains unaccounted for in districts throughout the country.

One of the most striking facts about migrant children with handicapping conditions in early research by the ECS Interstate Migrant Education Task Force, which is still evident today, was the lack of data concerning these children. Early reports indicated that there were no figures readily available

[1] See "List of Footnotes" presented on page 54.

at the state or national level of education for the number of children identified, evaluated, or served. Only limited or incomplete data were available from numerous states, including state departments of education. This paucity of information was also evident in the Federal Bureau of Education for the Handicapped.[3] Subsequent reports by Pyecha,[4] Hunter and Gonzales,[5] Barresi,[6] and Perry[7] had similar conclusions regarding this population of students. The lack of data and inordinate number of issues, problems, barriers, and related considerations precluded accurate identification and delivery of services for migrant handicapped students.

More recently, Duran[8] reported that, although the child count and subsequent analysis were limited by a variety of factors, a Washington state survey appeared valid enough for a few general conclusions to be drawn. When compared with the proportion of handicapped students served in districts with migrant education programs and with the proportion of handicapped students served statewide, migrant handicapped students were underrepresented, although not significantly (statewide average 8.24 percent, migrant range 7.21 to 8.29 percent). Duran also concluded that the assumption that migrant students do not have access to special education programs does not seem to be supported by the Washington results. Generally, it appeared that migrant handicapped students do receive special education at a rate quite similar to that of other students.

The more significant issue, according to Duran, appeared to be the distribution of migrant students in specific handicap categories. Her analysis revealed a significant overrepresentation of migrant students in the mild mentally retarded and hard-of-hearing categories. Conversely, she found an underrepresentation in categories of behaviorally and communication disabled students when these groups were compared with the general population.

A preliminary study of migrant students in special education in California conducted by Bird[9] in 1985 revealed an underrepresentation similar to that reported by Duran. The California survey, conducted as part of the Task Group's initiatives, suggests that migrant students are underidentified and underserved. Recognizing that there are limitations inherent in data collection procedures, Bird reported the following:

- 1.37 percent of the migrant students have been identified as having some special education needs, as compared to the 8.33 percent of the total school enrollment, a difference of 6.96 percent.

- 0.52 percent of the special education pupils may be migrant, as compared to 3.33 percent of the total school enrollment being migrant, a difference of 2.81 percent less.

As can be noted, there is a wide range of statistics reported concerning migrant handicapped students identified and served. While it is evident that there is a pressing need to standardize and improve identification and reporting methods, there seems to be some consensus regarding problems which must be resolved to serve this student population more effectively. While not exhaustive, the list would include resolution of the following:

- The mildly handicapped migrant student (one who has some learning disabilities, mild retardation, or emotional disorders) appears not to be identified to the extent that exists in the larger school population.

- o Identification occurs later in the student's school career because of frequent moving or because migrants are a low priority for diagnostic resources.

- o Special education records are requested and received after transfers of migrant records, and they are forwarded incompletely; delays occur because of incomplete requests or records having been forwarded to a different location.

- o Duplication of assessments occurs as a result of interstate differences in admission criteria or because tests are unavailable.

- o Gaps in services occur because of differences in special education programs, materials, or methods, because no program is available when the migrant arrives, or because the child is not eligible for special education in all states.

- o In some areas migrants may be inappropriately placed in special education because of language barriers.

- o Mildly handicapped migrants may be served in remedial classes rather than in special education classes because of the time involved in processing special education referrals.

- o Lack of awareness and consistent and purposeful coordination between migrant education and special education impede the efficient identification and delivery of services to handicapped migrant students.

As reported by Gonzales,[10] these issues were discussed in depth at the San Antonio Workshop, with a resultant list of 27 key problem statements developed by the participants. A subsequent survey conducted by Maestas[11] resulted in a list of 32 key concerns among California educators (see Appendix B). The problem statements were grouped under general areas of concern as follows:

- o Lack of identification
- o Continuity of appropriate education
- o Migrant Student Records Transfer System
- o Mobility

The California problem statements, along with those articulated at the San Antonio Workshop, composed part of the agenda that was addressed in San Jose.

Although the literature is replete with real concerns for the educational welfare of migrant handicapped students, a paucity of hard data remains to guide decision makers in development of strategies to more effectively serve these children.

The San Jose Workshop represents another step intended to raise educators', researchers', and the public's awareness of the pressing needs of this student population. Furthermore, while raising awareness, the participants were also able to create a foundation on which to build a more effective delivery system for these children. The methods whereby these general aims were accomplished are discussed in subsequent sections of this report.

The Planning Process

The Task Group was composed primarily of individuals from migrant and special education from various parts of the state and was the focal point for planning and implementing the activities leading up to the workshop. The group served to guide the decisions related to the three major initiatives discussed previously, namely, data base, general awareness, and policy workshop.

During the course of the meetings, the Task Group received briefings from various state departments about bilingual education, migrant health, the Migrant Student Records Transfer System, and other pertinent issue areas. The group was made possible by an interdepartmental memorandum of understanding (see Appendix C) between migrant and special education. As a part of the understanding, a coordinator's position was created within the Department. That person is responsible for stimulating cooperation between migrant and special education.

The Task Group met seven times during November 1984 through August 1985. The first major priority of the group members was to serve as catalysts to encourage sharing of general information about the needs of migrant handicapped students throughout the state. This task was done by including presentations regarding these students at regional meetings; specialized training sessions, e.g., for health practitioners; and meetings of migrant and SELPA (Special Education Local Plan Area) directors.

The second priority was to work with research specialists in the design of a data base study to help establish concrete information regarding this population of students. The preliminary outcomes of a sample study acquired prior to the workshop were reported in the previous section. Much remains to be done with respect to this task, and it is anticipated that this will remain one of the major priorities of the Task Group.

The third priority was to plan and sponsor a workshop designed to clarify further the needs and develop strategies for migrant students in the state. Activities related to the first and second priorities mentioned above (general awareness and data base) were viewed as part of the workshop planning process. Hence, while these activities were important to addressing some of the needs of migrant handicapped students, the Task Group integrated the data base study and general awareness into the overall planning for the workshop.

Workshop Goals

One of the early decisions reached by the Task Group was that the event to stimulate coordination among migrant, regular, bilingual, and special educators should be viewed as a workshop as opposed to a conference. The rationale for proceeding in this manner was that a conference conveys primarily a passive flow of information from presenter(s) to participants. A workshop connotes participation by all involved parties in completion of common objectives. Furthermore, the principal aim of the workshop was to share information and develop strategies that could be used to minimize barriers confronting this student population.

Having made this decision, the Task Group decided that the primary purpose of the proposed workshop would be to ensure timely identification, assessment, diagnosis, placement, and follow-up services for migrant students with exceptional needs. The three main goals of the workshop were to do the following:

1. Create an awareness among key state decision makers regarding the education needs of migrant students, with specific emphasis on migrant students with exceptional needs;

2. Involve key decision makers in the examination of various state policy, program, and coordination options that can be implemented to enhance delivery of services for migrant students with exceptional needs; and

3. Develop strategies for adoption of the policy changes and for implementation of the program and coordination activities that would ensure that the services for migrant students with exceptional needs are improved.

Target Audience/Logistics

The Task Group decided that the target audience for the workshop should, as much as possible, parallel the participants in the San Antonio workshop. The Task Group prepared a list of participants that would be invited to the workshop. The list included the following:

- Governor and Lieutenant Governor
- Chief State School Officer or appropriate deputy
- State legislators; e.g., from Assembly and Senate Education Committees
- Key State Education Department administrators
- County or district superintendents
- School administrators, principals, and directors of migrant and special education
- Members of local boards of education and SELPA directors
- Practitioners from migrant and special education
- State or local Parent Advisory Committee members

As a first priority, it was determined that representatives from educational regions containing the majority population of migrant students would be invited to participate. It was anticipated that each of the 18 regions could potentially send up to six participants to the workshop.

The target dates selected for the workshop were August 15--17 in San Jose, California. Santa Clara County (Region I Migrant Education), with offices in San Jose, offered to host the workshop and assist with on-site logistics.

Funding for the workshop was made possible through the combined resources of migrant, special, and bilingual education, as well as a grant from the Western Regional Resource Center in Eugene, Oregon.

Planning Tasks

A substantial amount of work had to be accomplished prior to the workshop. Several people were instrumental in performing the preworkshop tasks, with the leadership and key decisions provided by State Department of Education officials in Sacramento. The Task Group, workshop staff, and representatives of the Region I Migrant Education (Santa Clara) Office also performed a variety of tasks that made the workshop possible.

The major preworkshop tasks included three central activities: communications, materials preparation, and workshop planning. Activities related to each core activity are summarized below.

Communications

The focus of communications was to inform key individuals of the workshop and share pertinent information. This activity entailed contacts with state political and education officials, appropriate deputy superintendents, county superintendents, and regional directors of migrant, special, and bilingual education. Information was also conveyed to various state professional groups through organizational representatives at their state meetings of the regional directors of migrant education, through the SELPA directors, and through the California Association of Bilingual Educators (CABE).

Another form of communication was directed from the Task Group to people who were invited to attend the workshop. The steps involved in this process were as follows:

1. Establish an ideal number of potential participants for the workshop. The Task Group decided that it should include from 150 to 180 people.

2. Establish proportionate participant representation on the basis of the migrant student population among the state's 18 counties.

3. Plan to encourage equal participant representation among migrant, special, and bilingual educators.

4. Contact offices of county superintendents of schools for identification of workshop participants at the county level. The Task Group worked through the superintendents during all phases of preplanning related to the workshop.

Materials Preparation

Prior to the workshop, materials consisting of a series of letters with supportive information were sent to the superintendents and invited participants. One key package contained preworkshop materials and assignments that required some homework prior to the workshop. The accompanying letter asked the participant to meet with other members of his or her county delegation to discuss California priorities prior to the workshop, if possible. The mailings sent out prior to the workshop, along with copies of accompanying materials, are presented in Appendix D.

Workshop Planning

The agenda (see Appendix E) developed for the workshop reflected the Task Group's intent to have a maximum of sharing and cooperation take place among the participants. Three principal elements were incorporated into the agenda. The first element was information dissemination, for which speakers were selected from migrant, bilingual, and special education to give national and state perspectives on each discipline. The second element was integrated work sessions, which were intended to provide the participants with time in which to discuss key issues and develop recommendations and strategies for consideration by state administrators and policymakers. The group work sessions included individuals from the three main disciplines (migrant, special, and bilingual), plus regular educators. Each of the nine work groups was assigned a facilitator and recorder. The main tasks of the work groups were to review the recommendations from the National Policy Workshop, prioritize the recommendations in terms of California's needs, select three top priority recommendations (or problem areas), and develop suggested strategies for future follow-up activity. The work group facilitators who performed this important function were as follows:

Group	Group Leader
A1	Leo Sandoval, Administrative Consultant, Special Education, State Department of Education, Sacramento
A2	Allan Simmons, Administrative Consultant, Special Education, State Department of Education, Sacramento
A3	Christine Amato, Director, and Paula Tucker, Psychologist, Special Education, Watsonville
B1	Celia Ayala, Director, Migrant/Bilingual Education, Downey
B2	Bill Melendez, Migrant/Bilingual Education, Salinas
B3	Paul Nava, Program Manager, Migrant/Bilingual Education, Watsonville
C1	Kathryn Ross Summers, Administrator, Special Education, State Department of Education, Sacramento
C2	Velma Gonzales, Director, Migrant Education, San Diego
C3	Marian Miller, Consultant, Special Education, State Department of Education, Sacramento

The facilitators, who represented the various disciplines under consideration, came from throughout the state.

The third important element of the workshop agenda consisted of feedback to the participants by a panel of observers who attended the proceedings. The purpose of the observers was to view the workshop from an independent perspective and react to the overall proceedings as well as to the recommendations developed.

The mechanics of putting together a workshop of this nature, which is both process and product oriented, are extensive. The State Department of Education, the Task Group, the workshop staff, and the Office of the Santa Clara County Superintendent of Schools were all instrumental in setting the stage for the workshop.

This section has attempted to highlight some of the main features of the workshop planning process, without getting bogged down in details. There were, nevertheless, numerous details, such as the facilitator training session, facilitator handbook development, printing deadlines, registration deadlines, and many other activities that made the workshop possible. The workshop is discussed in the next section.

The Workshop

On August 15, 1985, John D. Perry, Senior Project Consultant, Interstate Migrant Education Council, and Workshop Moderator, brought to order 140 full-time registrants who gathered for the California workshop. In his opening remarks, Senator Perry promised the participants two and a half days of intensive but gratifying work on behalf of migrant handicapped students. The overall thrust for the workshop was to build partnerships or, as described at the National Policy Workshop, to consummate a marriage between migrant and special education.

A distinct difference between the California workshop and San Antonio workshop was the inclusion of bilingual as well as regular educators. Additionally, featured guests at the workshop were the 18 county superintendents of education, many of whom were able to attend portions of the proceedings. Parents of migrant students were also welcomed at the workshop, as their state Parent Advisory Council meeting was rescheduled to coincide with the workshop. Many of the parents took time from their own meeting to attend some of the workshop sessions.

The following sections describe the workshop proceedings in terms of the participants, featured speakers, and work group reports.

The Participants

Representatives from 17 of California's 18 migrant education regions attended the workshop (see Appendix F). Table 1 illustrates the broad range of people in attendance, as evidenced by the distribution of participants by discipline. The proportions of migrant (31 percent) and special educators (34 percent) were approximately equal. A comparable proportion of bilingual educators (9 percent) was not evident; however, many of the people from migrant education as well as the "other" category (26 percent) have responsibility for bilingual education.

Included in the group listed as "other" are people who have a broad range of responsibility for all aspects of education, such as superintendents, state administrators, consultants, and health personnel. The "other" category also includes parents who were in attendance.

Several observations can be made about the people who actually participated in the workshop:

1. The participants were evenly distributed among the groups targeted by the planning committee.

2. The participants were representatives of districts, counties, and regions from throughout the state.

3. The participants were evenly distributed throughout the work groups. Also, the eventual work group size, with an average of 13 per group, was manageable in terms of both the facilities and participants for discussion purposes.

Table 1

Distribution of San Jose Participants, by Discipline

Work group	Special educators	Migrant educators	Bilingual educators	Other	Total
A1	5	5	2	2	14
A2	5	4	1	3	13
A3	5	5	0	3	13
B1	4	2	1	2	9
B2	4	4	2	3	13
B3	4	5	2	2	13
C1	4	5	1	3	13
C2	5	5	1	3	14
C3	4	3	1	2	10
Coordinators/ presenters	7	6	2	13	28
Total	47	44	13	36	140
Percent	34%	31%	9%	26%	100%

Featured Speakers

The people who convened in San Jose were joined by a host of distinguished speakers of both state and national prominence. The overall moderator for the workshop was John D. Perry, who welcomed five county superintendents during the course of the workshop, including a representative of Thomas Goodman (Santa Clara), Troy Bramlett (Monterey), James Baker (Pajaro), Gerald Rosander (San Diego), and Eugene Even (Butte). Each of these individuals offered strong words of encouragement to the participants while acknowledging that the task that had been undertaken would be difficult but not impossible to resolve. Many of the superintendents participated in the work sessions and will be instrumental in helping to carry out some of the recommendations developed by the participants.

A second category of speakers included individuals well known in the state of California, as well as on a national basis, for their work in migrant, special, and bilingual education. Leonard Olguin, Professor of Bilingual Education and Teacher Training at California State University, Long Beach, in his address gave an overall perspective on migrant students, whom he aptly described as a minority within a minority within a minority to emphasize that many of these students are Hispanic, bilingual, and handicapped.

Maynard Reynolds, Professor of Educational Psychology at the University of Minnesota, provided the participants with an overall picture of the handicapped student population. In doing so, Dr. Reynolds described the handicapped student population, their needs, and methods of meeting their education needs on an individual basis. He described the lack of cooperation and continuity in educational programs for handicapped students as "disjointed incrementalism."

He strongly urged the participants to cut through all the bureaucratic and administrative fragmentation and simply find the children for whom the school program is not working and begin to meet the needs of these children.

Daniel Ulibarri, Director of the National Clearinghouse for Bilingual Education, provided an overview of the status of bilingual education. In describing the needs of bilingual students, he cited a need for further research, particularly as it relates to migrant students. He further noted that the National Clearinghouse is very interested in tracking efforts such as the San Jose workshop for purposes of sharing information with other states and on a national basis as well. Dr. Ulibarri also served as an independent observer and panelist for the workshop. His comments in this capacity are featured in the feedback section of this report.

Xavier Del Buono, Deputy Superintendent, Specialized Programs Branch, State Department of Education, headed a list of Department representatives at the workshop. Among the State Department of Education officials present were Ramiro Reyes, who served as comoderator; Robert Fuchigami and Leo Sandoval, who described the state special education program; Jack Schaeffer, who described migrant education programs in the state; and Leo Lopez, who reviewed bilingual education. Each of these individuals brought a unique perspective to the gathering while providing the mixed group of participants with pertinent information regarding the various programs. The spirit of cooperation evident in each of the presentations was captured by Dr. Del Buono, who noted that "we are beginning to experience a new wave of reform (on behalf of special populations) that will cause us to be more responsive to the needs of progressively larger numbers of students."

The list of speakers who had a role in the workshop indicates the growing interest and enthusiasm for the effort. The speakers came from various parts of the state as well as the national level and, therefore, were able to provide a comprehensive perspective of the issues being discussed. The cooperative spirit evidenced by officials from the State Department of Education stimulated similar cooperation among the assembled participants.

Work Group Sessions

A portion of the workshop was arranged to allow the participants to interact in small-group sessions. For this purpose the participants were divided into nine groups. Each group included a comparable number of representatives from migrant, bilingual, special, and regular education. A facilitator and recorder were assigned to each group. The average group size was 13 people.

The groups were asked to complete a series of tasks designed to result in the development of identified priorities for migrant handicapped students. The tasks assigned to the groups were as follows:

1. Welcome and introduce group members.

2. Present general overview concerning migrant handicapped students.

3. Review problem statements from the National Policy Workshop and California survey.

4. Prioritize key problem areas of concern.

5. Develop suggested recommendations, goals, objectives, and action steps for top three priority areas.

6. Submit group reports for typing, copying, and sharing during the summary session of the workshop.

The facilitators and recorders were responsible for keeping the groups on schedule because the groups were expected to perform the tasks in a little under three hours.

The products of the work-group process were nine distinctive group reports, all of which focused on the needs, problems, and methods of serving migrant handicapped students. The overall process used to proceed from large-group sessions to work group meetings is outlined in Figure 1. The process served to stimulate sharing of common relevant information while allowing for the exchanging of ideas during the work group meetings. The summary session, at which each of the facilitators shared his or her group findings on the final day of the meeting, enabled all of the participants to share in the findings and suggestions of all work groups. Additionally, each workshop participant was given a draft copy of all of the group reports, thereby enabling all participants to leave with a preliminary set of findings.

Outcomes of the Group Process

Table 2 provides a collective ranking of areas of concern, as determined by the San Jose participants. The problem statements from the National Policy Workshop have been rank ordered in terms of proportion of concern (number of times addressed in the work sessions). This analysis reveals that for the most part, the area of greatest concern was to raise people's awareness of the needs of migrant handicapped students. The second major priority area was the need to enhance communication and sharing of information concerning this population. The third general area of priority concern was the need to improve diagnosis, assessment, and cognizance of cultural and language needs of migrant students. The balance of the recommendations are spread across a wide range of areas. Table 3 summarizes the top priority areas, as identified by each of the nine work groups. A detailed description of all of the groups' findings is reported in the work group recommendation section of this report.

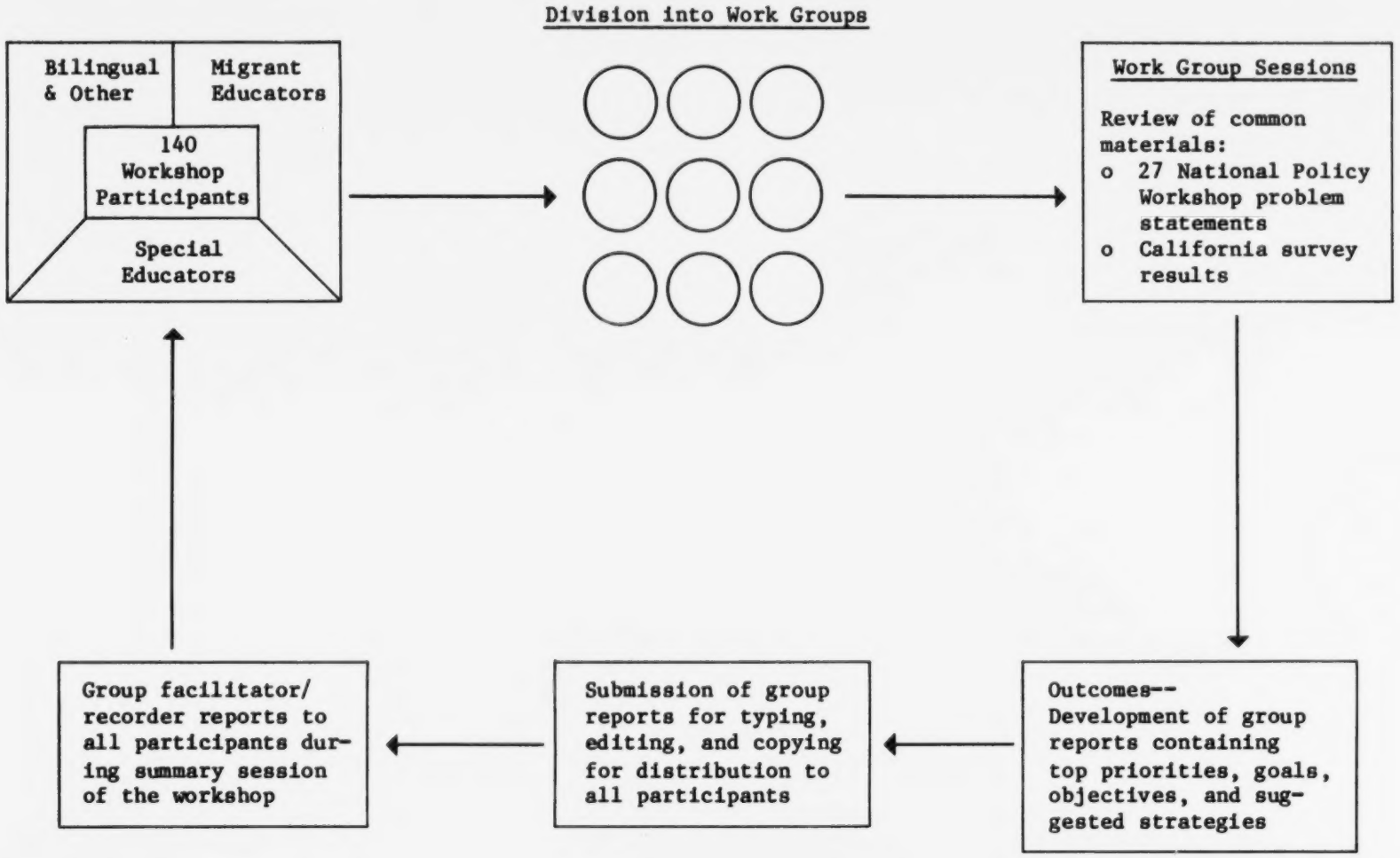
Division into Work Groups
Bilingual & Other
Migrant Educators
140 Workshop Participants
Special Educators
Work Group Sessions
Review of common materials:
o 27 National Policy Workshop problem statements
o California survey results
Outcomes-- Development of group reports containing top priorities, goals, objectives, and suggested strategies
Submission of group reports for typing, editing, and copying for distribution to all participants
Group facilitator/ recorder reports to all participants during summary session of the workshop

Figure 1. Work Group Sessions

Table 2

Participants' Rankings of Problem Statements from San Antonio Workshop

California rank	Problem statement	Percent
1	Awareness/state plan	11.3
2	Information sharing	10.6
3	Communication/cross-training	9.8
4	Identification and placement	8.6
5	Diagnosis/screening/referral	6.7
6	Interagency coordination	6.7
7	Information/training	5.2
8	Culture and language	5.0
9	Health and families	4.7
10	Records transfer/MSRTS	3.6
11	Cooperation	3.2
12	Funding alternatives	2.9
13	Assessment/diagnosis	2.6
14	Data collection	2.6
15	Compliance	2.5
16	Instructional materials	2.1
17	Identification/Child Find	1.8
18	Funding and organization	1.8
19	State Coordinating Committee	1.7
20	Funding	1.6
21	MSRTS	1.1
22	MSRTS/IEP	1.1
23	Advisory council involvement	1.0
24	IEP	0.8
25	Information exchange	0.7
26	Records transfer	0.2
27	Information transfer	0.1
		100.0

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Table 3

Profile of Work Group Priorities and Recommendations

Group	First priority identified	Focus of recommendation	Second priority identified	Focus of recommendation	Third priority identified	Focus of recommendation
A1	Lack of awareness.	Inclusion of MCEN in state and federal annual plans.	Lack of communication between ME, SE, and BE personnel.	Cross-training programs for SE, ME, and BE.	Lack of communication between ME, BE, and SE personnel.	Inclusion of ME/SE in special interest conferences.
A2	Lack of collaborative instruction at the lesson level.	Collaboration between teachers and specialists in planning and instruction.	Communication and information sharing.	Improve communication system between ME, BE, and SE.	Lack of awareness of urgency of needs of MCEN.	Create awareness among educational staff.
A3	Inadequate delivery system for MCEN.	Develop model integrated delivery system at site level.				
B1	Lack of awareness.	Increase awareness at all levels of education system.	Conflicts in agency goals and policies.	Development of state intraagency memoranda of understanding.	Difficulties due to culture and language in identification.	Provide awareness workshops on culture and language of MCEN.
B2	MCEN move before assessment and placement process is completed.	Awareness sessions for parents of MCEN.	Inadequacy of diagnosis due to language and culture.	More complete staff development and training with special emphasis on language problems.	Lack of communication between ME, BE, and SE.	Cross-training programs for personnel and parents.
B3	Need to strengthen communication between ME, SE, and BE.	Increase effective communication between ME, BE, and SE.	SE awareness of language needs of minority migrant students.	Increase awareness of SE personnel of language needs.	Need to increase awareness of ME, SE, BE, and general public of needs of MCEN.	
C1	Inadequate number of trained bilingual personnel to meet needs of MCEN.	Provision of adequate number of personnel to meet MCEN needs.	Lack of communication between ME and SE personnel.	Improve communication between ME and SE personnel.	Inadequate means for identifying MCEN.	Development of appropriate means to identify MCEN.
C2	Need to establish communication sharing at all levels and among agencies/ programs.	o Strengthen state legislation. o Create a mechanism to foster coordination. o State-level communication system. o Cross-training programs.	Difficulties in identification, assessment, and diagnosis due to culture and language.	o Reemphasis of Child Find activities for MCEN. o Develop a more pragmatic process of assessment for MCEN.		
C3	Lack of awareness in education community and general public regarding MCEN.	Development of action plans to increase awareness by state directors of ME, BE, and SE.	Inadequate communication and information sharing among ME, BE, and SE.	Development of a state-level plan to facilitate inter- and intrastate coordination.	State fiscal system does not adapt to fluctuating enrollment, especially related to MCEN.	Adaptation of the state fiscal system to allow for fluctuating enrollment and funding of service on a year-round basis for MCEN.

Key abbreviations
MCEN: Migrant Children with Exceptional Needs
MSRTS: Migrant Student Records Transfer System
ME: Migrant Education
SE: Special Education
BE: Bilingual Education

Workshop Results

Three different types of information were gathered to determine whether the workshop had achieved the stated goals. The first form of feedback consisted of participants' input regarding various aspects of the workshop. The second form of feedback entailed reactions to the proceedings by a group of panelists who participated in the workshop. The third and most important form of feedback consisted of follow-up strategies recommended by the participants. The outcomes of each of these forms of feedback are reported below.

Participants' Feedback

An evaluation form was distributed on the last day of the workshop. The form asked the participants to rate various aspects of the workshop on a scale of one to five. Each form also provided space for participants' comments.

A total of 40 participants returned the workshop evaluation form. Tables 4 and 5 summarize their responses to the workshop. In Table 4 the participants' overall responses to the questions posed have been averaged. Table 5 presents a listing of direct comments by the respondents.

Table 4

Participants' Responses to Evaluation Questions

Evaluation question	Average reply
1. Were the workshop goals and objectives clearly established?	1.3
2. Were the workshop goals and objectives met?	1.4
3. Were the activities appropriate for the workshop?	1.4
4. Was the workshop well organized with respect to:	
a. Management of time?	1.9
b. Participant handbook?	1.0
c. Format?	1.1
d. Group leader discussions?	1.3
e. Equipment/material utilized?	1.1
5. Was the group leader knowledgeable with respect to materials and concepts presented?	1.5
6. Was this workshop of particular interest and worthwhile to you?	1.0
7. Were hotel accommodations and facilities adequate?	1.0

Scale used--Please circle the number on the rating scale to indicate which rating most nearly describes your opinion about each item below. The rating scale is indicated: 1 = completely; 2 = almost completely; 3 = partially; 4 = slightly; 5 = not at all; N/A = not applicable. (n=40)

A review of Table 4 reveals a generally favorable response to the overall workshop, as substantiated by respondents' rankings, which ranged from 1.0 to 1.9. In effect, the data suggest that the respondents felt that all objectives and/or elements of the workshop were satisfied completely or almost completely. The lowest rated aspect of the workshop from the respondents' standpoint was the management of time. Table 5, which lists respondents' comments, validates this concern for use of time. The consensus among the respondents was that more time should have been allocated for the work group sessions, with less time for speakers and general presentations. Outside of this concern, the respondents were very favorable to the entire workshop.

Although only 40 registrants completed the workshop evaluation, the coordinators felt that this number was a satisfactory sample (34 percent of those participating). The limited number of respondents was due to untimely distribution of the evaluation questionnaire on the final day of the workshop. It suggests to future workshop planners that evaluations be conducted on a daily basis and prior to the final workshop general session.

Table 5

Participants' Comments
(Obtained from Workshop Evaluation Forms)

Respondent	Comments
1	The concept was well thought out. The planners are to be complimented. The biggest problem was talking through issues and problems as they relate to special, migrant, and bilingual education. Not enough time was given to discussions and reviewing of the priorities. Recommend fewer speeches and more activities. Nevertheless, thoroughly enjoyed the products. A lot of work.
2	More time was needed for group interaction and information sharing and less for speakers.
3	Need more group meetings with counterparts and less national and more state and local input.
4	Thank you for the opportunity to participate and lead a group in strategies that will meet the needs of our kids.
5	The one outstanding problem area was the lack of time for the amount of work.
6	Very impressed with all facets of the workshop, which was well organized and conducted by excellent personnel. Suggest second policy workshop be held next year at the San Jose Red Lion Inn--excellent location.
7	Just outstanding!

Respondent	Comments
8	It was an honor to have participated in this fantastic workshop. After all the information is synthesized, I hope to make packets to share with our district superintendent.
9	The event was well organized and the content was on target. I am looking forward to the activities that result from this process. I consider it a privilege to have been included in this participatory process.
10	Follow-up workshop on the status.
11	The speakers on Friday got carried away with personnel resolutions, causing a delay in workshop sessions and less time for the groups. This was unfortunate.
12	In the future, speakers should be told to be concise and to stick to the time schedule. The speakers on Friday morning were fun to listen to, but their endless rambling and personal anecdotes took up usable time, thus depriving the break-out groups.
13	No written comments.
14	Guest speakers should be selected more carefully and monitored more closely during their presentations.
15	Suggest this type of workshop be held on regional basis throughout California to include migrant, special, bilingual, and regular (basic) education.
16	Excellent process and well-planned workshop.
17	More time is needed to adequately discuss issues.
18	Ojalá y la próxima vez participen más padres, que es una buena experiencia.
19	No written comments.
20	No written comments.
21	Hope this continues. Very worthwhile time!
22	No written comments.
23	More time for work session.
24	Needed more time to work or prioritize--perhaps less speaker time!
25	Let's follow up!
26	An excellent effort.

Respondent	Comments
27	The health aspect was not mentioned.
28	Break-out groups did not all have enough time. Speakers were very good, organized, and worthwhile. Senator Perry was a great facilitator and master of ceremonies.
29	Excellent interaction in group sessions and an awareness of the other disciplines represented.
30	Great workshop. Well done in terms of organization. This marriage of the three areas of bilingual, special, and migrant education has been long needed and overdue.
31	I am glad that parents were taken into account and that their recommendations were really understood.
32	I was very impressed and hope that suggestions are followed through. Felt too much valuable time was spent listening to speakers that didn't necessarily add to the value of the workshop.
33	It's about time that bilingual, special, and migrant education worked together in meeting this goal. The need to involve institutions of higher education is crucial. Mini-Corps can be utilized to prepare future teachers with more knowledge about special education needs for migrant children.
34	Too many speakers for the amount of time allotted for working sessions. The structure work sheets in the break-out groups very helpful--excellent process to get the work sheets typed and distributed. Overall, a well-planned session!
35	Participants were willing to work/cooperate. Well-organized, high-spirited, and well-budgeted time for activities. Work sessions could be little longer to accommodate task at hand.
36	Thank you! This is the best education workshop I have ever attended.
37	(a) Why not have it on a Wednesday, Thursday, and Friday? Scheduling this time of the year is unnecessary. (b) Chairs uncomfortable for the general sessions. (c) Not enough time to complete group task on Friday.
38	(a) Rather not have it on Saturday. (b) Chairs for general sessions were miserable. (c) Should have allowed more time for break-off groups. (d) Too many speeches on the same subject matter.
39	First of all, let's not forget what was discussed and be sure to follow up on recommendations. I arrived with some reservations about the workshop, but I am leaving with high expectations.

Respondent	Comments
40	The communication that started was exciting. Our region will be meeting on Tuesday with county special education personnel to continue the dialog and to apply it to our area. The most outstanding person at the workshop was Celia Ayala. I had the pleasure of meeting her and working in her group. What an inspirational lady. My heart went out to the parents who spoke. They were uninformed as to the purpose of the meeting. The State Department of Education consultant who works with the parents should be chastised for not communicating to the parents what this gathering was about. Thanks for a great meeting.

Reactions of Panelists

William Melendez and Daniel Ulibarri were among those selected prior to the workshop to participate in the proceedings and to provide feedback to the participants. The observations of these two panelists were shared with the participants on the final day of the workshop and are presented below:

William Melendez

"Ladies and Gentlemen, my comments will be in English and Spanish.

"We're here on a honeymoon. We have had two and one-half days exchanging ideas and trying to work with each other so that we may better serve the migrant child. Despite this, I still see problem areas. And, as you well know, in any marriage there are always problem areas. Let me share with you several problem areas.

"Funding is such a problem area. Dr. Lou Barber alluded to the fact that where we have the resources, we are going to have to work more closely with one another. Special education, however, has some unique funding problems. In our county the superintendent has asked districts for a $900 payback despite the fact that the county has also had to expend another $1.5 million. Let's not lose sight of the fact that we all have to assist in making our legislators aware of the funding needs of special education.

"I have also heard the term 'comingling' attached to funding. This indicates an audit exception to most migrant educators. In our group discussions earlier, the area of assessments was reviewed. If a migrant child starts through the assessment process just as the regular school year finishes, there will be some dead time in July and August for the special educator. Migrant education might pick up where they left off to continue the assessment process, providing we aren't supplanting, providing it is supplemental. As we work together on some of these problems, we will dismiss the comingling aspect in funding since it will lead to an audit exception.

"A second problem area deals with ethical consideration. When a migrant pupil arrives at school, there is a tendency to avoid providing this pupil services because of the short time span that the

student will spend in the district. The short stay in the district promotes an avoidance of services. 'We'll let somebody else take care of that problem.'

"This is an ethical consideration that we have not addressed openly. We have talked about it among ourselves. We have said to each other that something should be done to correct this. But then we look at 50 days. That's a long time. I learned yesterday that special education has 50 days in which to complete an assessment. Migrant education must complete a needs assessment within 30 days. Despite this we still see the migrant pupil underserved by special education services.

"I think we can work out this problem. As we work together, as we include each other, and coordinate with each other, we will increase the possibility for success. As we integrate our plans, we will be able to replicate the models that are working.

"A third problem area deals with language. When I say language, I mean the 'jargon' that we use within our own areas of expertise. The nomenclature unique to migrant educators may not be understood by others. We want to make sure that the nomenclature that we use is understood by everyone. It borders on a protectionist attitude when we use words that are only understood by one group. We must make sure that we familiarize our colleagues with our nomenclature and acronyms so that they truly understand what we're talking about.

"A fourth problem area is the lack of bilingual special education teachers. Our parents have indicated a concern over the number of waivered teachers that teach their children.

"Those of us who are bilingual will have to assist in the cross-training of teachers who are on waiver. This means that we will have to sit down and talk to one another. We're going to have to do together whatever is necessary to meet the needs of the migrant child since we cannot wait for a long, drawn-out educational process to train the teachers necessary to provide the required service. The pupils have a need today. We must be inclusive by sharing our expertise with each other.

"Before I made my remarks to you bilingually, I sat down with some of our parents to review with them my comments in Spanish. I did this to make sure that my comments in Spanish would be understood. Although we are bilingual, we don't possess all the linguistic skills. We rely on parents quite a bit to improve our communications. I think we are all going to have to say, 'I don't know,' whenever we don't know, and secure the assistance of our parents. If you are a special education teacher and say 'I don't know,' we'll help you. I know you'll help me if I tell you 'I don't know.' This networking among us is of great importance.

"Another area of concern was touched on by Xavier Del Buono yesterday when he spoke of the changing demographics. It's said that an educational lag of 15 to 25 years exists. We can't wait

that long. We've got to address the needs of pupils that are making the demographic changes occur. But that means that we will have to pull together, because we have the skills and the knowledge. We also have the capacity. What we sometimes need is more energy. Those of you whom I have seen here these last few days possess that high energy. We can do it despite the rapidly changing demographics.

"Here's the nitty-gritty. One of my special education colleagues will say, 'I need your help in providing services to a handicapped migrant student in the district.' These are the types of problems that we face daily.

"In a school district with 1,500 migrant pupils and 30 migrant instructional aides, this translates to a pupil/aide ratio of 50:1. Can I justify sending an aide to assist in special education at the expense of other migrant pupils? This is a possible area of conflict between the migrant/special education forces. We have to address these types of programmatic concerns in an environment free from coercion, in an environment of help and love.

"Thank you very much."

Daniel Ulibarri

"There are five points I've gleaned from the workshops that I would like to discuss. They concern: (1) awareness; (2) interdisciplinary communication; (3) national, state, local, and programmatic coordination; (4) funding; and (5) responsibility.

"On the issue of awareness, I heard consistently throughout the meetings that there is a need for policymakers at the national, state, and local levels to be aware of migrant and special education programs and of the overlap in students in the disciplines of bilingual education, special education, and migrant education. Legislators should consider the possibility of including in legislation a requirement for the coordination of activities across disciplines to minimize the 'disjointed incrementalism' which prevails. There needs to be an interstate and intrastate communication not only within these disciplines, but also as outreach efforts to the general public.

"Regarding interdisciplinary communication there exists a need to rule out the issue of language proficiency before testing procedures and criteria can be developed or implemented for special education needs. Steps must be taken to ensure that assessment procedures are not confounded by a language problem. Communication across the discipline of bilingual education is vital, especially in those instances in which the law stipulates testing for limited-English proficiency. I would assume that this would be the first step before any diagnostic special education assessment procedures were implemented.

"There should be interdisciplinary communication to take advantage of what people in bilingual education know about the influence of language and culture on assessment procedures. Because assessment procedures are primarily mainstream procedures and language and culture affect these procedures, we should build upon what other experts already know rather than begin from ground zero.

"Finally, we need to consider communication technology and the state-of-the-art in assessment. Even though criteria and identification procedures have been legislated, we are not told exactly how to implement them; the procedures that exist are not always appropriate even if we are aware of language and cultural implications.

"With regard to the national, state, and local coordination issues, there is certainly a need for more states to implement workshops such as this one to identify issues of concern in their particular states. The need to synthesize the various state and national issues will then develop. As was mentioned earlier, we need to be aware of the requirements and restrictions of various legislation across the disciplines so that we can become aware of the limitations in this area without comingling and duplication of funds.

"Another point that I think is extremely important concerns the collaboration of educators and researchers at the classroom level. The first publication that the National Clearinghouse for Bilingual Education produced after I became director described research conducted by Dr. Linda Ventrigulia in the Boston area. Ventrigulia's findings indicated that more meaningful research could be conducted if researchers coordinated with the practitioners to identify the classroom issues to be investigated.

"The most significant finding that emerged was that there was incongruence among the instructional objectives of the different programs--from the bilingual education program to the English as a second language transitional program to the mainstream program. Even though federal law specifically states that students should be provided with a program that is consistent in grade progression and graduation requirements, this, in fact, was not occurring.

"The most basic way to state this is that the first grade teacher needs to know what the students were taught in kindergarten and what the students need to know for second grade, and so on. I know this seems to be common sense, but in many schools, it does not appear to happen.

"Regarding funding, it is my opinion that we should consider how to best use existing funding. In order to implement improvements, related disciplines should coordinate to program administration so that overlapping student populations can be served without a problem with ownership of funds. In this way we could consider ways in which improvements can be implemented now without waiting for legislation. This coordination will also enable local schools to implement programs without placing the entire burden on the local education agency (LEA).

"My last point is responsibility. We have heard throughout this workshop that the schools act as if the students in migrant, special education, and bilingual education programs are not the schools' problem, but the responsibility of the programs. However, responsibility does not just lie with the programs, but the schools also. These students are a part of the school system just as they will grow and become part of society as a whole. After all, who would be responsible for the education of these students if the programs did not exist--the schools, by law. The 'mainstream' would have the responsibility. In practice the mainstream often does not take the responsibility.

"In bilingual education, for example, when a student who requires special services is enrolled, the school immediately turns the student over to the bilingual teacher, releasing not only the student, but the responsibility as well. In reality the school has the responsibility. And so people, like ourselves, that are involved in bilingual education, migrant education, and special education are providing a service because we are taking the burden, temporarily so to speak, off of mainstream schools. Our programs are part of the school system; therefore, appropriate responsibility should be acknowledged.

"We might ask, what is the responsibility of the mainstream? The responsibility as it pertains to bilingual education is the preparation of these children to function in the mainstream system. We know that there is discrimination in this system, and many students do not 'fit' or succeed in school even when they do speak English. Socioeconomic factors hinder these children as well as linguistic, and include the curriculum, the types of reading materials, and standardized tests.

"It was mentioned this morning that there is a need for schools to become aware of changes in demographics and changing populations, and to adjust to these changes. I don't see changes or adjustment. This is not a criticism, but an acknowledgment. There is a need for coordination on the part of mainstream teachers for accepting responsibility once children leave migrant programs or special education programs and become incorporated into the mainstream.

"Coordination and communication across disciplines and with the public should include mainstream teachers. A good example of needed adjustment comes from bilingual education. The mainstream teachers often are the ones that identify the child to be tested, but no one has ever told them what to look for. As a consequence, a lot of students who don't need to be tested are and ones that should be tested aren't. When the child leaves the program to go into the mainstream, the mainstream teacher does not have any information on the criteria that were used to reclassify the child. So, one hears things like, here comes another LEP student. If the teacher is involved in establishing the criteria, then he or she has ownership of those criteria. I think they would have a different attitude in terms of the student coming into the mainstream. I want to give you a few examples of experiences that I've encountered regarding assessment.

"These are all from California. In one case we found a school district in northern California where students were being recommended and placed in bilingual education programs who should have been in special education classes. I'm not talking about bilingual children; I'm talking about Anglo children who were placed with Title I children into a bilingual program as though it were a compensatory program, and it's not. A lot of people have the misconception that all special programs must be compensatory, and that simply is wrong.

"In another school district, there was a case concerning the identification of an entire family as educably mentally retarded (EMR). What happened is the school psychologist tested the oldest boy first. He was fifteen and tested out as EMR. The family either didn't speak English and/or spoke limited English. The psychologist did not speak Spanish. She was concerned and sensitive to this situation. So, she had the oldest boy translate the WISC-R to the children. This was a student that didn't speak English himself. Psychologists know that it takes a lot of work, money, and technical knowledge to translate tests professionally, yet this school psychologist asked this boy to translate the test. It seems ludicrous that if the fourteen-year-old was EMR, how could he possibly translate the test? Apparently, he could as far as the psychologist was concerned.

"Since my area of expertise is methodology, testing, and evaluating, I've attended a lot of workshops and conferences that address the issue of bilingual and cultural awareness in testing. One time I went to New York to give a presentation. After I had finished, I was asked, how can you test people who don't speak English without using their native language? The answer, of course, is that you can't. Yes, this is the kind of question that we get, and we get it from people that are identifying kids and adults for vocational programs, for special education programs.

"For example, there are many examples in school districts that don't follow common sense. You can find fifteen-year-old students who have been placed in fourth grade classes because they tested out at a fourth grade reading level when, in fact, the student couldn't speak English. These students walk around with little children's books and with elementary mimeographed material. Of course, the student is going to leave school to drop out rather than be embarrassed.

"I'll just make two final statements. First, bilingual education is evaluated--migrant education is evaluated--but who's evaluating the mainstream? We're part of the mainstream. It's time that we started recognizing that we are providing a service for them, one that they are ultimately responsible for. Second, we need to examine what we're preparing these students for. This examination must take place not only in the programs that provide special services, but also in the mainstream.

"In conclusion, I would like to tell you that I appreciate being here and that the role of the Clearinghouse in this activity, besides dissemination (we will try to devote an issue of our memo series or one of our FOCUS papers to the proceedings of this workshop and other issues of special education and the minority language child) is that we will get needed information out and encourage other states to follow the format of the proceedings that were given here."

The California workshop held in San Jose achieved the goals originally established by the Task Group, as evidenced by the excellent response by the invited participants. The original goals addressed the need to create awareness, stimulate cooperative planning, and generate a definitive action plan for migrant handicapped students. These goals have been achieved but have multiplied the number of tasks that need to be accomplished on behalf of the students. The final section of this document outlines the findings and recommendations developed in San Jose.

In effect, what was accomplished in San Jose was the building of a foundation through the cooperative handiwork of educators from migrant, special, bilingual, and regular education. The work group recommendations and suggested action plans provide the details for the building blocks to further enhance delivery of services for migrant children. Many alternatives have been presented for consideration. Future action will depend on people's ability to select goals that are appropriate to their area and to achieve those goals.

Work Group Findings and Recommendations

The format for the presentation of the findings is as follows:

1.0 Workshop Findings
1.1 Recommendations
1.1.1 Suggested action steps

Suggestions concerning who or which state agency should assume responsibility for implementation of the recommendations are also provided.

The findings and recommendations are divided into the following general categories:

Awareness

The members of the California Policy Workshop find that:

1.0 The educational community and the general public are not totally aware of the problems involved in providing public education to handicapped migrant students.

The members therefore recommend that:

1.1 The state directors of special education, bilingual education, and migrant education develop action plans to increase awareness of the education community and general public to the problems of providing public education to handicapped migrant students.

The members suggest the following action steps:

1.1.1 Address specific issues in migrant education regions' and Special Education Local Planning Areas' local plans that include:

- o Lack of identification
- o Continuity of appropriate education
- o Migrant Student Records Transfer System/cumulative records

By whom--Migrant and special education regions.

Follow-up required--Review of plans.

1.1.2 Incorporate language in the state-level plan which requires coordination among migrant, bilingual, and special education regions to jointly develop and implement awareness procedures which will ensure the delivery of services to handicapped migrant children.

By whom--State Superintendent, State Board.

Follow-up required--Documentation and dissemination of model programs.

The members of the California Policy Workshop find that:

2.0 A need exists to increase awareness among migrant education, special education, and bilingual staff and the general public regarding the urgency of addressing the needs of handicapped migrant students.

The members therefore recommend that:

2.1 An increase in the awareness among migrant, special, and bilingual education staff and the general public regarding the urgency of addressing the needs of handicapped migrant students.

The members suggest the following action steps:

2.1.1 Encourage communication and cooperation for integrated delivery of services without violation of state and federal regulations or the rights of children and parents.

By whom--State Department of Education and Office of Special Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

2.1.2 Identify existing models of cooperation among the three programs and encourage replication and innovation.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

2.1.3 Provide replication of policy workshop.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

2.1.4 Encourage information sharing between the three programs.

By whom--State Department of Education, region, county, and local administrators.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

2.1.5 Provide workshops for high-level decision makers.

By whom--State Department of Education, Association of California School Administrators (ACSBA), County Superintendents Association.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

The members of the California Policy Workshop find that:

3.0 A lack of awareness exists on the part of the state, county, and district staff and the general public in regard to the urgency of addressing the problems of migrant, special, bilingual, and other at-risk populations.

The members therefore recommend that:

3.1 There will be an increased awareness of the educational handicapping conditions and available programs/resources to all "at-risk" populations at all levels of educational systems, i.e., state, county, and district.

The members suggest the following action steps:

3.1.1 The State Department of Education program managers will be directed to meet to share their program information; i.e., eligibility, identification and fiscal management, in order to facilitate coordination among various programs.

By whom--State Superintendent of Public Instruction or designee.

Follow-up required--Dissemination of information acquired.

3.1.2 The State Department of Education will sponsor workshops for directors of all credential programs to create an awareness of the various specialties and their needs.

By whom--Institutions of higher learning and State Commission for Teacher Credentialing.

Follow-up required--Meetings will be held to modify credentialing requirements to reflect current needs of student population.

3.1.3 A replica of the State Department of Education policy workshop will be held at the county and regional level.

By whom--County superintendent.

Follow-up required--Dissemination of agreed on strategies to local school sites, Special Education Local Planning Area directors, and other program directors.

3.1.4 County, regional, and district workshops will be held for various community groups to provide information regarding the various programs.

By whom--Special Education Local Planning Area directors, migrant directors, bilingual directors, and other program directors.

Follow-up required--Assess parent advisory councils and other community groups to verify understanding of various programs available.

The members of the California Policy Workshop find that:

4.0 The staff and the general public are not fully aware of the urgency of addressing the problems of handicapped migrant students.

The members therefore recommend that:

4.1 Educational staff and the community should be made aware of the problems of handicapped migrant students.

The members suggest the following action steps:

4.1.1 Determine through pupil data those migrant pupils who are also handicapped eligible.

By whom--Districts.

Follow-up required--
- o Use MIS documents.
- o Use migrant needs assessments.
- o Review and compare.

4.1.2 Develop awareness programs through local media.

By whom--Districts.

Follow-up required--
- o Use staff development programs of district.
- o Develop brochure.
- o Publicize events.

4.1.3 Develop awareness programs through local media.

By whom--Districts, parent groups, and local organizations.

Follow-up required--
- o Speaker lists.
- o Television coverage of events.
- o Local newspaper feature stories.
- o SERN resources.

4.1.4 Write a district-level interaction plan to bring about awareness and agreement on the provision of services.

By whom--District program administrators.

Follow-up required--Bring together authors of local plans for special education, migrant, and bilingual to share specific goals.

Develop a plan to include appropriate interactions in all plans.

The members of the California Policy Workshop find that:

5.0 The SEA, LEA, and the general public are not fully aware of the urgency of addressing the problems of handicapped migrant students.

The members therefore recommend that:

5.1 Special, bilingual, and migrant education shall incorporate into their annual state and federal plans ensurance for the identification and placement of migrant handicapped students.

The members suggest the following action steps:

5.1.1 Select a task group composed of state and local special, migrant, bilingual educators and parents for the purposes of reviewing the three state plans.

By whom--Special Education Department.

Follow-up required--Utilize the existing California task group committee members plus additional parent representatives.

5.1.2 Incorporate changes in the state plans by approval processes.

By whom--Task group.

Follow-up required--Conduct public hearings and receive field input. Prepare document. Follow approval process.

Communication

The members of the California Policy Workshop find that:

6.0 A need exists to establish communication and information sharing among state, local and interstate agencies, parents, and identification systems (MSRTS, MIS), migrant, special education, bilingual education, and other appropriate programs.

The members therefore recommend that:

6.1 State statutes should be strengthened to ensure and emphasize coordination and communication between migrant, bilingual, and special education programs; furthermore, a mechanism should be created at

the state and local levels to coordinate special, migrant, and bilingual education program divisions for purposes of sharing pertinent information about the special needs of handicapped migrant students.

The members suggest the following action steps:

6.1.1 Seek out and disseminate information on exemplary programs for interagency coordination by using existing program resources.

By whom--National Clearinghouse for Bilingual Education, State Department of Education, county offices, PIC.

Follow-up required--Publish a list of exemplary programs with descriptions (state and out of state) and names of contacts.

6.1.2 Establish a study committee to investigate how each program's regulations/laws are interrelated and suggest modifications and change.

By whom--State Department of Education, Committee on Policy Workshop.

Follow-up required--Publish synthesis and recommendations of findings.

6.1.3 Encourage parent groups, state advisory councils, and state/local boards to contact key legislators to implement this recommendation.

By whom--State Department of Education, local administrators, and educators.

Follow-up required--Provide groups with action steps and statistical information, i.e., sample letters, board resolutions, etc.

The members therefore recommend that:

6.2 A communication system be established at the state level, which includes special, bilingual, and migrant education programs for the purpose of developing improved state/local coordination to facilitate the transfer of information on handicapped migrant students.

The members suggest the following action steps:

6.2.1 Establish a state committee of migrant, bilingual, special education, and general education personnel to create awareness of different programs.

By whom--State Department of Education, county offices, and staff in different professional organizations.

Follow-up required--State directors will meet to form a committee and obtain input.

6.2.2 Establish contact with appropriate organizations and institutions of higher education to create an interest in the migrant special education child, i.e., Association for Children with Learning Disabilities (ACLD).

By whom--Same as above.

Follow-up required--Position papers at conferences, workshops, and coordinated efforts/services on the

6.2.3 State plans for all programs include descriptions requiring evidence of coordination between programs.

By whom--State Department of Education.

Follow-up required--Chief state school officials meet to initiate and continue dialogue on the coordination of programs.

The members therefore recommend:

6.3 Development and implementation of cross-training programs for personnel and parents in special, bilingual, and migrant education programs. This training should encompass the spectrum of services from the state and local levels.

The members suggest the following action steps:

6.3.1 List information available and explain ways to share information on state responsibilities.

By whom--State Department of Education.

Follow-up required--Generate a list.

6.3.2 Decide who should be involved in sharing information, i.e., parents, parent coalitions, and so on.

By whom--State Department of Education, State Advisory Committee.

Follow-up required--Prepare a list of persons to be involved from each of the committees.

6.3.3 Decide what system should be used.

By whom--State Department of Education.

Follow-up required--Inform field staff of system to be used and in-service field staff.

6.3.4 Special, migrant, and bilingual education programs should develop a calendar of events beginning at the state level to implement training.

By whom--State Department of Education regional directors, SERN, SELPA directors.

Follow-up required--Publish and disseminate a calendar.

6.3.5 Develop brochures, manuals, and resource directories for use by both programs.

By whom--State Department of Education.

Follow-up required--Print and disseminate materials.

6.3.6 Provide opportunities for special, migrant, and bilingual education personnel and parents to attend each other's workshops and conferences.

By whom--District, county, and state.

Follow-up required--Develop a mailing list of involved personnel.

The members of the California Policy Workshop find that:

7.0 A lack of communication exists between migrant education and special education programs.

The members therefore recommend the:

7.1 Improvement of communication between migrant education and special education at all levels.

The members suggest the following action steps:

7.1.1 Develop a task force to consider the incorporation of special education information into the MSRTS in California. The task force would consider the extent and nature of the information to be included as well as the possible revision of the MSRTS form. The issue of confidentiality should be addressed.

By whom--State Task Force with representation from migrant, bilingual, and special education.

Follow-up required--Statewide dissemination and implementation, including an appropriate and timely review procedure.

7.1.2 Ensure articulation of information from individual plans (bilingual individual learning plans, individual learning plans, and individualized education programs) among appropriate school personnel.

By whom--Legal education agency.

Follow-up required--Review annually through student study team Coordinated Compliance Review (CCR) process and computerized flagging system.

7.1.3 Designate state-level representatives to attend other state-level meetings, e.g., special education to migrant education, bilingual education to special education. Replicate the process at regional, county, and district levels, as appropriate.

By whom--State directors of each program and appropriate personnel at their levels.

Follow-up required--Review meeting agendas and training calendars.

7.1.4 Provide technical in-service (workshops) for migrant, special and bilingual education, and regular education staff members on program requirements and the needs of children.

By whom--Directors of programs and local education agency administrators.

Follow-up required--Review in-service calendars and Coordinated Compliance Review findings.

7.1.5 Appoint a migrant education representative to the State Commission on Special Education.

By whom--Governor, Legislature, or State Superintendent.

Follow-up required--Create a lobby group and monitor appropriate bodies to ensure appointment.

7.1.6 Include parent representatives from all programs on each state advisory committee.

By whom--State Parent Advisory Committee.

Follow-up required--Create a group to lobby and monitor appropriate bodies to ensure appointment.

The members of the California Policy Workshop find that:

8.0 A need exists to strengthen the communication among migrant education, bilingual education, and special education.

The members therefore recommend that:

8.1 An increase in effective communication between migrant, bilingual, and special education at the state, regional, county, and local levels.

The members suggest the following action steps:

8.1.1 Encourage communication and cooperation for the integrated delivery of services without violation of state and federal regulations or the rights of children and parents.

By whom--State Department of Education and Office of Special Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

8.1.2 Identify existing models of cooperation between the three programs and encourage replication and innovation.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

8.1.3 Provide replication of policy workshop.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

8.1.4 Encourage information sharing among the three programs.

By whom--State Department of Education, region, county, and local.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

8.1.5 Provide workshops for high-level decision makers (superintendents, Board members).

By whom--State Department of Education, Association of California School Administrators, California School Boards Association, and county superintendents.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

The members of the California Policy Workshop find that:

9.0 A lack of communication exists between state and local, migrant, bilingual, and special education personnel and parents.

The members therefore recommend that:

9.1 Cross-training programs for state and local personnel and parents in special, bilingual, and migrant education shall be developed and implemented. This training shall encompass the services available, rules and regulations, and funding. Furthermore, it is suggested that special interest conferences should include representation from the related agencies dealing with migrant handicapped students, i.e., Fiesta Educativa, California Association Bilingual Education, State Parent Conference, and Council for Exceptional Children.

The members suggest the following action steps:

9.1.1 Develop a training packet on special education needs of migrant handicapped children by a team composed of migrant, special, and bilingual educators and parents and provide a method for implementation.

By whom--State Department of Education.

Follow-up required--Select state staff team. Develop materials and training manuals. Develop a calendar of events schedule. Provide leadership by State Department of Education in organizing local area training progress. Provide opportunities for special, migrant, and bilingual personnel and parents to attend each other's workshops.

9.1.2 Have the task group disseminate information on migrant handicapped students to respective organizations for inclusion in their programs.

By whom--State Department of Education.

Follow-up required--Compile a list of conferences/organizations.

The members of the California Policy Workshop find:

10.0 A lack of communication between migrant education/bilingual education and special education programs.

The members therefore recommend that:

10.1 Cross-training programs for personnel and parents in special education and migrant education programs be developed and implemented. This training should encompass the spectrum of services from the national to local levels and should include the following objectives:

- o Develop a calendar of events, beginning at the state level, to implement training for both programs.
- o Develop brochures, manuals, and resource directories for use by both programs.
- o Provide opportunities for special education/migrant education personnel and parents to attend each other's workshops and conferences.
- o Clarify abbreviations and definitions. Develop a glossary of terms.

The members suggest the following action steps:

10.1.1 Obtain access and provide entry input to State Department of Education Staff Development Conference at Asilomar.

By whom--State Department of Education directors of special education, migrant education, and bilingual education.

Follow-up required--Deputy Superintendent reports back to three directors.

10.1.2 Request a special education strand at California Association of Bilingual Educators conference.

By whom--Chuck Acosta, Los Angeles County.

Follow-up required--Leo Lopez to make contact.

10.1.3 Special education/bilingual education attend National Migrant Education Conference in San Diego, April 1986.

By whom--Jack Schaeffer to invite them.

Follow-up required--Attendance approved by State Department of Education, special education, and bilingual education.

10.1.4 Regions Special Education Local Planning Areas have joint in-services.

By whom--Two directors.

Follow-up required--Agendas and attendance records for CCR.

10.1.5 Migrant Special Services Committee invite special education and migrant education to attend their staff training presentations.

By whom--Migrant Special Services Committee staff.

Follow-up required--Eduardo Hernandez-Chavez to have area heads of Migrant Special Services Committee contact local regions and SELPAs.

10.1.6 Establish a joint content coordination committee to guide future cross-training in-services.

By whom--Xavier Del Buono.

Follow-up required--State Department of Education printed training guidelines.

Information Transfer

The members of the California Policy Workshop find that:

11.0 Communication and information sharing is not adequate (a) among migrant education/special education (state and local); (b) concerning update and complete Migrant Student Records Transfer System; and (c) concerning systems being used with parents of migrant handicapped children.

The members therefore recommend that:

11.1 A state-level plan be developed to facilitate inter- and intrastate coordination and communication of programs in special education, migrant education, and bilingual education.

The members suggest the following action steps:

11.1.1 Prepare staff development programs for dissemination that include information about each program to assist in coordination and communication.

By whom--Special education, bilingual education, and migrant education units at state levels.

Follow-up required--Dissemination of these programs.

11.1.2 Determine the type of student information to be collected and exchanged in each division (special, bilingual, and migrant education) for the purposes of providing better services to handicapped migrant students.

By whom--State-level divisions.

Follow-up required--Data collected and exchanged.

11.1.3 Division newsletters, computerized bulletin boards, and parent notices to routinely contain information/communication related to providing services to handicapped migrant children.

By whom--State-level divisions.

Follow-up required--Monitor information flow.

The members of the California Policy Workshop find that:

12.0 Communication and information sharing is inadequate among migrant, special, and bilingual educators.

The members therefore recommend that:

12.1 Information will flow among migrant, special, and bilingual educators as a result of improved communication systems.

The members suggest the following action steps:

12.1.1 Improve the adequacy of the MSRTS by inclusion of individualized education plan (IEP), psychological, and health data elements.

By whom--National and state MSRTS personnel.

Follow-up required--Determine which are useful data elements to include. Design means to gather and report data. Increase accuracy of data reporting.

12.1.2 Develop computer access of MSRTS at the local level.

By whom--National and county/district.

Follow-up required--Develop central computer accessibly in the MSRTS system.

12.1.3 Effective coordination among educational programs at the federal, state, and local levels must occur so that a total educational effort is directed at addressing the special education needs of migrant/bilingual/handicapped students.

By whom--State Department Commission on Special Education, migrant regions, SELPAs, and concerned persons.

Follow-up required--State accreditation/monitoring require evidence of coordination between programs.

State plans for special education include descriptions requiring evidence of coordination between programs.

Chief state school officials initiate/continue dialogue on the coordination of programs.

Time lines be set to carry out each of the above listed action steps.

12.1.4 Federal and state legislative language should be strengthened to ensure and emphasize coordination and communication between migrant education/special education programs.

By whom--State Board of Education Commission on Special Education.

12.1.5 Incentives should be provided at the state and local level for intra-program coordination training to take place at all levels.

By whom--Department of Finance, State Legislature.

12.1.6 Stimulate interaction among state advisory councils for special education, migrant education, and bilingual education.

By whom--State Department of Education, council boards, or officers.

Follow-up required--Develop a procedure and notify councils of effort. Obtain council resolutions for actions. Assist councils in interaction activities.

The members of the California Policy Workshop find that:

13.0 Communication and information sharing is not adequate.

The members therefore recommend that:

13.1 The MSRTS needs to be updated to include special education.

The members suggest the following action steps:

13.1.1 Communicate to national MSRTS that there is a need to include special education information on records.

By whom--State Department of Education.

Follow-up required--Have state MSRTS representative report this need to the national committee.

13.1.2 Inform special education personnel of the existence of the MSRTS system and its uses.

By whom--State Department of Education.

Follow-up required--State Department of Education follow-up. Send memorandum to all county district superintendents and special education administrators. Train SERN personnel.

Identification and Diagnosis

The members of the California Policy Workshop find that:

14.0 The culture and language of many migrant students may cause difficulties in accurate identification, assessment, and diagnosis.

The members therefore recommend that:

14.1 Child Find activities be reemphasized in regard to the handicapped migrant child. And furthermore, a more pragmatic process for assessment, utilizing information and expertise from all disciplines, must be developed.

The members suggest the following action steps:

14.1.1 Develop a state system to identify the migrant handicapped student.

By whom--State Department of Education.

Follow-up required--Print pamphlets and brochures.

14.1.2 Develop and implement a media campaign.

By whom--State Department of Education, LEAs, regions, SELPAs.

Follow-up required--Establish local hotlines.

14.1.3 Establish task force to collect existing instruments.

By whom--State Department of Education.

Follow-up required--Contact television, radio, and newspaper for coverage.

14.1.4 Review and analyze instruments.

By whom--Task force.

14.1.5 Field test revised instruments.

By whom--LEAs.

14.1.6 Disseminate instruments.

By whom--State Department of Education.

14.1.7 In-service appropriate staff.

By whom--State Department of Education, LEAs.

The members of the California Policy Workshop find that:

15.0 The culture and language of many migrant, bilingual, and other at-risk populations may cause difficulties in accurate identification of students who may be eligible for special support programs/services.

The members therefore recommend that:

15.1 Provision of awareness workshops on culture and language as reflected in student populations for purposes of better identifying and serving students in special education, migrant education, bilingual education, and other relevant programs.

The members suggest the following action steps:

15.1.1 Develop and distribute state public service announcements, pamphlets, and so on to assist with the identification and referral process. Announcements and brochures will be in languages of student populations.

By whom--State Department of Education.

Follow-up required--Check for item to be included in Coordinated Compliance Review.

15.1.2 Workshops will be held for training and in-servicing regarding assessment instruments, assessment techniques, and assessment results interpretation to more accurately identify and assess migrant students, special education students, bilingual, and other at-risk student populations.

By whom--Special Education Local Planning Area directors, migrant directors, and bilingual directors.

Follow-up required--Program plans will reflect joint planning/training.

15.1.3 Consider funding by migrant education for assessment costs in July/August to speed up the assessment procedure during special education's downtime.

By whom--Migrant Summer Program Contracts with selected special education staff.

Follow-up required--Individualized education plan team use of summer test results at beginning of regular school year, thereby facilitating placement of students.

The members of the California Policy Workshop find that:

16.0 Migrant students may move before the referral, assessment, and placement process is initiated or completed. The next school in which the student is enrolled usually is unaware that such assessments have been required. Red flag the educational MSRTS records to alert the LEA that a referral or partial assessment has taken place; latest assessment date should be included.

The members therefore recommend:

16.1 Provision of awareness session for parents whose students are participating in special education program.

The members suggest the following action steps:

16.1.1 Develop a procedure for adding a check box to the Certificate of Eligibility if the migrant parent responds affirmatively to inquiry regarding previous special education enrollment or need for special education services.

By whom--State Department Migrant Education.

Follow-up required--Committee draft changes. Review and approval by state migrant education. Disseminate to MSRTS and Identification, Dissemination and Referral staff with appropriate instructions for completion/submission.

16.1.2 Develop non-State Department of Education advocate for migrant handicapped child to ensure compliance with time lines.

By whom--California Rural Legal Assistance (CRLA) or Protection and Advocacy group.

Follow-up required--Disseminate phone number (1-800-952-5746) of Protection and Advocacy group to all.

Interagency Coordination

The members of the California Policy Workshop find that:

17.0 Conflicts in agency goals and policies covering such things as eligibility definitions and confidentiality impede interagency cooperation in locating and identifying students who require special services. These conflicts have created a lack of communication between migrant education, special education, and bilingual education and other relevant program staff.

The members therefore recommend:

17.1 Development and implementation of state interagency memoranda of understanding to include cross-training programs for personnel and parents in special education, migrant education, bilingual education, and other relevant programs. This training will include the spectrum of services at state and local levels.

The members suggest the following action steps:

17.1.1 A state-level agreement of coordination of services will be developed to include migrant, special, bilingual education, and other relevant programs.

By whom--State directors/managers.

Follow-up required--Budget consideration and communication to the local education agencies.

17.1.2 The state plan will address issues concerning the identification of migrant, special, bilingual, and other at-risk student populations.

By whom--State directors/managers.

Follow-up required--Meetings with state and local staff.

17.1.3 Coordination activity will be established for the use of preschool incentive grant funds from special, migrant, bilingual, and other relevant programs.

By whom--State, county, and district directors/managers.

Follow-up required--Plan articulation meetings.

17.1.4 Special migrant, bilingual, and other relevant program staff will develop a calendar of training events.

By whom--State, county, district directors/managers.

Follow-up required--Will do joint planning of staff development.

17.1.5 Develop manuals, brochures, and resource directories for use of special, migrant, bilingual education, and other relevant staff, parents, and policymakers to attend each other's workshops and conferences.

By whom--State, county, district directors/managers.

Follow-up required--Review at time of Coordinated Compliance Review.

17.1.6 Provide opportunity for special education, migrant education, bilingual education, and other relevant staff, parents, and policymakers to attend each other's workshops and conferences.

By whom--State, county, district directors/managers.

Follow-up required--Incorporate in program description and review at time of Coordinated Compliance Review.

Funding

The members of the California Policy Workshop find that:

18.0 State fiscal systems do not adapt for fluctuating enrollment by generating funds for eligible students regardless of when they enroll during the year or how long the enrollment lasts.

The members therefore recommend that:

18.1 Adaptation of the state fiscal system to allow for fluctuating enrollment and funding of service on a year-round basis for migrant handicapped students.

The members suggest the following action steps:

18.1.1 Appoint a task force to study this problem and recommend legislation that addresses the generation of adequate funding for migrant handicapped students.

By whom--State Superintendent.

Follow-up required--Task force report.

Staff Training

The members of the California Policy Workshop find that:

19.0 Inadequate diagnosis prevents appropriate identification; e.g., in the case of language learning disabilities. Dimension of the problem includes difficulties in diagnosis related to language and culture and

inadequate staff development and training. Candidates for preparation of professional staff who are bilingual/bicultural in the field of diagnosis need to be recruited by institutions of higher education. A need exists for a systematic program of research on the first/second language developmental characteristics of migrant special education children.

The members therefore recommend that:

19.1 Teacher training institutions encourage more complete staff development and training. Recommend coordination within the institutions of higher education to incorporate research for development of teacher preparation curricula. Special attention should be given to areas related to language problems, etc., i.e., development of assessment/instructional strategies based on implications of research.

The members suggest the following action steps:

19.1.1 Develop systematic procedures that include bilingual, migrant, and special education teachers to deal with the migrant handicapped students in the local education plan.

By whom--Special Education Local Planning Areas and regional directors.

Follow-up required--Coordinated Compliance Review--Integrated Program Section.

19.1.2 Special Education Program Improvement Council will include in the State Special Education Plan or staff training component procedures for the diagnosis and referral for the bilingual migrant handicapped pupil.

By whom--State director of special education.

Follow-up required--Approval of the State Special Education Plan.

19.1.3 A joint meeting of migrant/special education staff training committees to assist the State Department of Education in the development of joint training plans for diagnosis and referral strategies.

By whom--The two committees.

Follow-up required--County bilingual coordinators' group reviews the plan.

Language Needs

The members of the California Policy Workshop find that:

20.0 Special education may not be aware of the language needs of minority migrant students, their life-styles, and so on.

The members therefore recommend the:

20.1 Development of a program to increase the awareness of special education personnel on a statewide basis of the language needs of minority students.

The members suggest the following action steps:

20.1.1 Encourage communication and cooperation for the integrated delivery of services without violation of state and federal regulations or the rights of children and parents.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

20.1.2 Provide replication of policy workshops.

By whom--State Department of Education.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

20.1.3 Encourage information sharing among programs.

By whom--State Department of Education, region, county, and local.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

20.1.4 Provide workshops for high-level decision makers.

By whom--State Department of Education, Association of California School Administrators, California School Boards Association, and County Superintendents Association.

Follow-up required--The State Department of Education will determine the process(es) and provide leadership in the implementation of the objectives (actions) at the regional, county, and local levels. The process of implementation may include letters from the State Superintendent, state-sponsored workshops, implementation of surveys, formulation of task groups, and so on.

Assessment

The members of the California Policy Workshop find that:

21.0 The means for identifying special needs of all children are inadequate, e.g., bilingual, migrant, and special education.

The members therefore recommend the:

21.1 Development of appropriate means which identify the special needs of all children, e.g., migrant, special, and bilingual.

The members suggest the following action steps:

21.1.1 Develop guidelines which establish one referral process to meet the needs of all children.

By whom--State Department of Education.

Follow-up required--Develop a task force composed of representatives of migrant, special, and bilingual education which includes both members of the school district and of the community to advise the State Department of Education.

21.1.2 Establish local assessment teams which are representative of migrant, bilingual, and special education.

By whom--Local education agency.

Follow-up required--Document through Coordinated Compliance Reviews and Quality Review findings.

21.1.3 Identify and obtain state approval on assessment tools which are appropriate for use with migrant and/or bilingual pupils who may have special education needs.

By whom--State Department of Education.

Follow-up required--Develop a task force composed of representatives of migrant, special, and bilingual education which includes both members of the school district and of the community to advise the State Department of Education.

21.1.4 Develop and implement use of a uniform needs assessment form to be used with all children.

By whom--State Department of Education.

Follow-up required--Develop a task force composed of representatives of migrant, special , and bilingual education which includes both members of the school district and of the community to advise the State Department of Education.

Bilingual Personnel

The members of the California Policy Workshop find that:

22.0 The numbers of trained bilingual personnel are inadequate to provide needed services to migrant handicapped children, e.g., teachers, psychologists, counselors, support staff, and so on.

The members therefore recommend the:

22.1 Training of adequate numbers of bilingual personnel who can then provide needed services to migrant children. This program would include training for teachers, psychologists, counselors, support staff, and so on.

The members suggest the following action steps:

22.1.1 Provide financial incentives for bilingual staff, e.g., salaries, fellowship, college scholarships.

By whom--Legislature and State Department of Education.

Follow-up required--Create a committee to lobby Legislature and State Department of Education. Include representation from:

- o Migrant education
- o Special education
- o Bilingual education
- o Professionals and parents from each group
- o Superintendent's Council for Hispanic Affairs

22.1.2 Develop a public relations campaign to attract bilingual individuals into the field of education.

By whom--State Department of Education and local education agency.

Follow-up required--Establish an interagency unit with members from migrant, special, and bilingual education to encourage and recruit bilingual education staff.

22.1.3 Require that college credentialing programs provide integrated preservice training in bilingual, special, and migrant education.

By whom--Legislature and CTC/State Department of Education.

Follow-up required--Create a committee to lobby Legislature and State Department of Education. Include representation from:

- o Migrant education
- o Special education
- o Bilingual education
- o Professionals and parents from each group
- o Superintendent's Council for Hispanic Affairs

22.1.4 Provide ongoing integrated in-service training.

By whom--Local education agency.

Follow-up required--Develop and implement an in-service plan for integrated training.

22.1.5 Provide financial assistance for employees on waivers to return to school and receive training to become fully credentialed. (Purpose: elimination of waivers.)

By whom--Legislature/State Department of Education.

Follow-up required--Create a committee to lobby Legislature and State Department of Education. Include representation from:

- o Migrant education
- o Special education
- o Bilingual education
- o Professionals and parents from each group
- o Superintendent's Council for Hispanic Affairs

Delivery System

The members of the California Policy Workshop find that:

23.0 The delivery system is inadequate for handicapped migrant students.

The members therefore recommend that:

23.1 Development of a comprehensive system to include public awareness, communication among disciplines, development of model integrated programs, and professional development. This system should also include development of a model integrated delivery system at the site level.

The members suggest the following action steps:

23.1.1 Lobby for integrated legislation to provide for funding for a site-level delivery system for handicapped migrant students.

By whom--Professional organizations, community, staff, and districts.

Follow-up required--Contact legislators.

23.1.2 Develop public awareness of:

- o Problems of migrants
- o Handicapped conditions
- o Outcomes of successful programs

By whom--State Department of Education, regions/Special Education Local Planning Area; local education agency, media, special education, migrant education, and bilingual staff boards.

Follow-up required--In-service to parents and community; contact media; create positive public attitudes toward migrant, bilingual, and special education students.

23.1.3 Improve communication and increase awareness.

By whom--Migrant, bilingual, and special educators will develop, present, and attend cooperative interdisciplinary information sharing in-services. Above listed educators will provide in-service to parents and community.

Follow-up required--Create information sharing networks. Hold workshops.

23.1.4 Develop model programs at site level.

By whom--Site level, local education agency, and/or county office committees composed of representatives of base, categorical, and parent groups.

Follow-up required--

- o Design model program: (a) design identification procedures, (b) improve MSRTS.
- o Implement model program.
- o Monitor program.
- o Evaluate program.
- o Demonstrate to others.

23.1.5 Initiate ongoing staff development program.

By whom--Colleges and universities to provide teacher training and retraining.

Migrant, special, and bilingual education staff to cooperatively provide in-service to staff at site level.

Follow-up required--Obtain local education agency/Board financial and philosophical support for training.

Pool categorical staff development funds for team training.

Obtain local education agency/university cooperative agreements to provide career ladder opportunities for existing staff.

Instructional Program

The members of the California Policy Workshop find that:

24.0 A lack of collaborative instruction exists at the lesson level among all programs, including regular education, bilingual education, migrant education, and special education.

The members therefore recommend the:

24.1 Collaboration between teachers and specialists in the planning and delivering of daily instruction.

The members suggest the following action steps:

24.1.1 Review and recommend changes to those rules and policies that hinder collaboration among categorical programs.

By whom--State Department of Education, local boards, districts, and program administrators.

Follow-up required--Form committees.

Study use of instructional personnel with, and recommend means to, improve delivery of services.

Develop curriculum services collaboratively among categorical program specialists.

24.1.2 Establish local staff teams that work together to plan delivery of services in impacted schools.

By whom--District and local school faculty.

Follow-up required--

- o Identify schools with migrant handicapped pupils.
- o Select teacher/staff.
- o Develop working teams.

24.1.3 Add people to individualized education plan teams who can represent migrant and bilingual programs on behalf of the pupil.

By whom--Special Education Local Planning Area.

Follow-up required--

- o Identify persons who play multiple roles.
- o Select other staff persons needed.
- o Include additional resource persons when scheduling IEPs.

24.1.4 Increase collaboration in the general education program by extending this goal to the student study team process.

By whom--School faculty.

Follow-up required--Include migrant personnel on student study teams that plan for migrant pupils with mild handicapping conditions.

Use the student study team to increase regular education involvement with migrant and special education staff and services.

List of Footnotes

1. Citron, C. The Rights of Handicapped Students, Report No. LEC-2, Education Commission of the States. Denver, September, 1982.

2. Ibid, p. 3.

3. Education Commission of the States Task Force on Migrant Education. Migrant Health, ECS Report No. 13, Denver, 1979.

4. Pyecha, J. N., and Ward, L. A. "A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children," Exceptional Children, 1982, 48(6).

5. Hunter, B., and Gonzales, J. Special Education Needs of Migrant Handicapped Children. A report of seminar proceedings, Education Commission of the States, Phoenix, March 13-14, 1980.

6. Barresi, J. G. "Educating Handicapped Migrants: Issues and Options," Exceptional Children, 1982, 48(6).

7. Perry, J. "The ECS Interstate Migrant Education Project," Exceptional Children, 1982, 48(6).

8. Duran, R. Migrant Children with Exceptional Needs (MCEN) Project, Analysis of 1981-82 Migrant Handicapped Childcount, State of Washington, Superintendent of Public Instruction, May, 1983.

9. Bird, B. "Comparisons of the Total School Population with Migrant Students in Special Education." Unpublished paper prepared for California Task Group, Sacramento, February, 1985.

10. Gonzales, J. National Policy Workshop on Special Education Needs of Migrant Handicapped Students. Proceedings Report of the Interstate Migrant Education Council, Education Commission of the States, Denver, October, 1984.

11. Maestas, J. "California Survey Results on Priorities for Migrant Handicapped Students," unpublished report prepared for Task Group, Sacramento, April, 1985. (See Appendix B.)

Appendix A

Migrant Education/Special Education Task Force Members

Migrant Education/Special Education
Task Force Members

Joan Ainslie, Health Education Assistant I, Migrant Education Office, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 324-4603

Christine Amato, Representative, Special Education, Pajaro Valley Unified School District, 440B Arthur Road, Watsonville, CA 95076, (408) 728-6337

James Baker, Superintendent, Pajaro Valley Unified School District, P.O. Box 630, Watsonville, CA 95076, (408) 728-6230 or 728-6231

Louis S. Barber, Assistant Superintendent of Public Instruction, Director, Special Education Division, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 323-4768

Christine Berry, MSRTS Coordinator, Migrant Education Office, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 324-1601

Jesse Fajardo, Jr., Director, Region 1 Migrant Education, Santa Clara County Schools, 100 Skyport Drive, San Jose, CA 95115, (408) 947-6770

Jorge Gaj, Representative, Region 2 Migrant Education (Butte County), 2120 Robinson Street, Oroville, CA 95965, (916) 533-2333

James Gonzales, Education Commission of the States, 704 Palisades N.W., Albuquerque, NM 87105, (505) 831-9311

Velma Gonzalez, Director, Region 9 Migrant Education (San Diego County), 6401 Linda Vista Road, San Diego, CA 92111, (619) 292-3791

Rudy Hernandez, Director, Region 8 Migrant Education, 1122 West Murray (Tulare County), Visalia, CA 93291, (209) 733-6940

Scott Larson, Representative, Special Education (Butte County), 2120 Robinson Street, Oroville, CA 95965, (916) 534-4241

Jose Maestas, Consultant, Special Education Division, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 323-4776

Bill Melendez, Director, Region 16 Migrant Education, Monterey County Schools, P.O. Box 80851, Salinas, CA 93912, (408) 755-6402

Marion Miller, Consultant, Special Education Division, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 323-6279

Paul Nava, Program Manager, Region 11 Migrant Education, Pajaro Valley Unified School District, 440B Arthur Road, Watsonville, CA 95076, (408) 728-6213 or 728-6217

Dennis Parker, Consultant, Bilingual/Bicultural Education, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 445-2872

Jack Perry, Education Commission of States, 2990 Culver Road, Rochester, NY 14622, (716) 544-5450

Marilyn Rankin, Representative, Special Education, 1122 West Murray (Tulare County), Visalia, CA 93291, (209) 733-6317

Ramiro Reyes, Director, Categorical Support Programs, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 445-7492

Elizabeth Richland, Assistant Director, Special Education Division, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 323-4753

Michele Saleh, Representative, Special Education, Monterey County Schools, P.O. Box 80851, Salinas, CA 93912, (408) 755-0300

Joni Samples, Representative, Special Education, San Diego County Schools, 801 Pine Avenue, Carlsbad, CA 92008, (619) 434-5071

Jack Schaeffer, Manager, Migrant Education Office, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720, (916) 324-1556

_____, Representative, Special Education, Santa Clara County Schools, 100 Skyport Drive, San Jose, CA 95115

Appendix B

California Survey Results

BEST COPY AVAILABLE

Workshop Grouping Identification

Area of emphasis National Policy Workshop	Administration	Management	Identification	IEP development	Program services	Communications	California survey problem statements
1.0 Awareness/state plan	X						Ia, Id, IIa, IVa, IVc
2.0 State Coordinating Committee/ public awareness	X						IIa, IIb, IIc, IVa
3.0 Advisory council involvement		X					If, IVc
4.0 Compliance issues		X					Ia, Ib, Ic, Ie, Ig, IIa, IIb, IIc, IIf
5.0 Interagency cooperation	X						IIa, IIIa
6.0 Information sharing/coordination						X	IIIe, IIIf, IIIg
7.0 Data collection					X		IVb, IVa, IVc, Ie, Ic, Ia, Ib_1, If
8.0 Funding alternatives	X						IId, IIe, IVc_1
9.0 Funding	X						IVc, IId, IIe
10.0 Information sharing/health histories			X				IIIa, Id
11.0 Information awareness training		X					IIIb, IIIc, IIId, IIIe, IIIf, IIIg
12.0 Communication/cross-training		X					Ia, Ie, Ij, IIa, IIb, IIIa, IIIb, IIIf
13.0 Identification and placement			X				Ia, Ib, If, IIIb, IIIf, IIa, IIIa, Ig
14.0 Identification/culture/language			X				Ik, Ii
15.0 Identification/Child Find			X				Ib
16.0 Identification/funding and organization			X				IId, IIe, IVb, IVc_1, IVc_6
17.0 Assessment/diagnosis				X			Ih, Ig, IIIg, Ij
18.0 Diagnosis/screening/referral				X			Ih, IIIg, IIb, IIc, Ik, Ii
19.0 Cooperation/instruction program and reciprocity					X		IIe, If, Ig, IIa, IIb, IVa, IVb, IVc_4, IVc_6
20.0 Individualized education program				X			IIf, Ig, IIIg, IIIf
21.0 Instruction materials					X		IIf
22.0 MSRTS/IEP						X	IIIc, IIIf, IIIg, IIa
23.0 Records transfer						X	Ij, IIIb, IIId/e/f, IIIg, IIa, IIb
24.0 Records transfer/MSRTS						X	Ij, IIIb, IIId/e/f, IIa, IIb
25.0 Information/transfer MSRTS						X	IIIc, IIId, IIIb, IIIe/f, IIa, IIb
26.0 Information exchange						X	Ij, IIIb, IIId/e/f, IIIg, IIa, IIb
27.0 MSRTS						X	IIa, IIIc, IIId, IIIb, IIIe/f, IIIg

Special Problems in Identifying and Serving Handicapped Migrant Students

1. Lack of identification

   a. Special education needs of migrant children are not usually identified.

   b. Child Find, identification, assessment, placement, and policies at every level are frequently inadequate for migrant students.

   c. Migrant students have a high prevalence of unusual handicapping conditions.

   d. Disrupted learning, lack of educational continuity, and poor health and nutrition lead to social and emotional stress in migrant students.

   e. Handicapped migrant children are seriously underserved.

   f. Many migrant handicapped students are usually not enrolled in school by their parents (family stigma).

   g. Migrant children are often not in school long enough for teachers to observe performance and decide whether educational problems require a referral for special education assessment.

   h. Sporadic attendance and frequent change enrollments may tend to indicate academic weakness and inability to perform.

   i. Most of the standardized cognitive achievement instruments used do not represent Spanish language or culture.

   j. Once mobile handicapped children are referred for assessment, they may move on before the IEP process is begun or completed. Usually the next school in which the student enrolls is unaware of how far the assessment/IEP process was carried out.

   k. The culture and language of many migrant students may cause difficulties in accurate diagnosis.

2. Continuity of appropriate education

   a. Once the handicapped migrant student has been determined to need special education services, continuity of services is impaired because of incomplete, delayed, or inadequate transfer of appropriate records.

   b. Repetition of processing formalities, delays in the resumption of services, and other inefficient and ineffective treatment are serious obstacles.

   c. Students who arrive in midyear are difficult to serve since special education classes are often already full.

d. Financial burdens for districts are caused when students either move away or are not present when a.d.a. or a.d.m. is considered for funding.

e. Waiting periods and limited program options for low-incidence handicapped children become a frequent problem.

f. Graduation requirements and differential proficiency standards used in determining in which district the student should be tested or graduated from can also become problematic.

3. Migrant Student Records Transfer System (MSRTS)

a. A major gap in the system is the absence of linkages with the migrant health centers.

b. The variations and inconsistencies of descriptions, abbreviations, and repetitions reflected in the MSRTS as "special programs" make it difficult to identify particular disabilities.

c. The identification codes do not appear consecutively. One may look at a code in the MSRTS that shows a student identified as needing special education while also not providing particulars that assist in the IEP process. The relationships between codes are not clear to most MSRTS users.

d. Codes may indicate a general condition in a given area, but not in sufficient detail, i.e., no code appears for the blind or "other health impaired" children; yet a certain code reports enrollment in a sight improvement program.

e. To protect the confidentiality of student records of a sensitive nature, valuable information is not entered into the system. This unfortunately includes special education information.

f. Presently it is impossible to determine whether the migrant student has been referred for special education, whether assessments have been initiated or completed, or if he or she had an IEP developed prior to placement.

g. Difficulty is encountered in determining if psychological or other handicap assessments were begun, completed, or at what steps of development they are when the student moves.

4. Mobility

a. How mobility affects the service delivery system of handicapped migrant children has been a neglected area of investigation.

b. The actual number of moves that the migratory handicapped students made by year is also, for the most part, unknown.

c. Mobility creates significant consequences for educators.

(1) Revenue sources for schools are tied to enrollment figures.

(2) Attendance statistics do not reveal the actual enrollment if students continually enroll and disenroll.

(3) Extremely high dropout rates are forcibly reported although migrant student nature is to move in and out of schools as their parents move from one place to another to work.

(4) Large numbers of new students come without the prior notice, requiring the districts to provide more space, materials, personnel, etc., in order to accommodate them.

(5) A need exists to conduct year-round classes that would not exist if only residents were served. Studies indicate that attendance by migrant students is much higher in the summer months than during some regular attendance school year months.

(6) Many school districts have no programs or very limited programs during the summer months.

Appendix C

Interdivision Agreement

California State Department of Education

Interdivision Agreement

Rationale

The Department of Education has accumulated more evidence that the educational disadvantages of migrant children are interrelated with factors such as migration, unsanitary living conditions, hazardous labor, and poor nutrition and health. These factors present perplexing problems for decision makers and administrators who are working to enhance educational opportunities and services for migrant children with exceptional needs.

Purpose

The primary aim of this agreement is to develop strategies and methods for use in enhancing education and related services for migrant families. A second and equally important aim is to develop sound and feasible programmatic recommendations for consideration and implementation by schools throughout the state. Finally, the products of this agreement will serve as catalysts in resolving issues that deter policy formation and procedures that tend to improve educational and related services for migrant families.

Conditions of the Agreement

The Special Needs Division and the Categorical Support Programs Division, through the Migrant Education Office and the Office of Special Education, will uphold the provisions of PL 93-380, as amended, by PL 94-142, and the following terms and conditions of this agreement. The contractual agreements that apply to both entities are expressed in general terms. The more specific terms will be listed under the appropriate heading, i.e., migrant education responsibilities and special education responsibilities. Other terms and conditions will be added as experience and need may indicate.

General Terms and Conditions

1. The division directors involved and their office directors and staff members will work together in meeting the established terms and conditions of this agreement and in carrying on the work necessary to make them effectual.

2. Both entities will participate in defining the coordinating responsibilities within the Department to carry out the tasks and jobs delineated in the agreement.

3. Both entities will fund a staff position on an equal basis and provide adequate clerical and other support necessary to carry out the agreement activities.

4. Both entities will participate in providing leadership, supervision, and support to the staff and activities included in this agreement.

Specific Terms and Conditions

PL 94-142 Special Education Responsibilities	PL 93-380 As Amended Migrant Education Responsibilities
1. Assume its share of administrative responsibilities for facilitating the field testing and implementation of a plan designed to improve the delivery of special education to migrant children with exceptional needs.	1. Assume its share of administrative responsibility for facilitating the development of a plan designed to improve the delivery of special education to migrant children with exceptional needs.
2. Agrees to pay 50 percent of the salary of a staff person, provide the office space, materials, computer services, duplication services, phone and clerical support (that is not provided by migrant education) required to develop and implement the plan mentioned above.	2. Agrees to pay 50 percent of the salary of a staff person, provide clerical and other support required to develop and implement the plan mentioned above.
3. Assign the staff person mentioned above in item two as coordinator of this project and liaison to the offices of Migrant Education, Special Education, and as required to school district personnel after appropriately clearing with State Department of Education administration. This will be necessary for field testing, implementing, and replicating plan.	3. Assign the staff person mentioned above in item two as coordinator of this project and liaison to the offices of Migrant Education, Special Education, and as required to school district personnel after appropriately clearing with State Department of Education administration. This will be necessary for field testing, implementing, and replicating plan.
4. Assure that the staff person assigned is provided ample time to attend or conduct meetings to become informed or impart information about migrant education and special education.	4. Assure that the staff person assigned is provided time to make presentations to the Office of Special Education staff to sharpen awareness of migrant children's needs, programs, and legislation.
5. Provide access to the computer and word processor in establishing data base and other statistical requirements.	5. Provide information, as appropriate, related to this effort to other units in and outside the State Department of Education.

Specific Terms and Conditions (continued)

PL 94-142 Special Education Responsibilities	PL 93-380 As Amended Migrant Education Responsibilities
6. Initiate involvement of other units by allowing the committee formed to write this plan, to: a. Present the progress and status of this effort. b. Solicit input on adoption/adaption concerns for application and replication.	6. Convene a group of people with familiarity, interest, and related expertise to clarify the problems and develop tentative solutions for serving migrant handicapped children to be shared with special education providers.
7. Provide methodology for alerting special education personnel to the thrust of this plan and the need to support it.	7. Provide the statistics necessary to determine the incidence of various types of handicapping conditions among migrant children.
8. Make an administrative and/or legal determination of what information concerning assessment, placement, and services (IEP) can be exchanged and reflected in the Migrant Student Record Transfer System.	8. Research legislation to determine which is helping and inhibiting services, and what commonalities and differences affect the services for handicapped migrant children.
9. Research policy barriers that prohibit the influence necessary to provide special education services to migrant children.	9. Research types and extent of cooperation that is legally and administratively possible and which agencies or organizations should be involved.
10. Identify and/or establish demonstration programs designed to provide special education to handicapped migrant children.	10. Identify, separately, the processes involved in providing special education services to handicapped migrant children.
11. Initiate research of programs as alternatives to special education for migrant students who are inappropriately placed in special education.	
12. Will gather, reproduce, and disseminate promising practices related to special education for migrant students with exceptional needs.	

This agreement is entered into on the 1st day of July 1983. The signatures of the authorized personnel validate this agreement.

Louis S. Barber, Director
Special Needs Division

Ramiro Reyes, Director
Categorical Support Programs Division

Elizabeth Richland
Assistant Director
Special Needs Division

John Schaeffer, Manager
Migrant Education Office

Appendix D

Preworkshop Reference Materials

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814-4785

Bill Honig
Superintendent
of Public Instruction

June 7, 1985

TO: Eighteen Operating Agency Superintendents

FROM: James R. Smith, Deputy Superintendent
Curriculum and Instructional Leadership Branch

Xavier Del Buono, Deputy Superintendent
Specialized Programs Branch

SUBJECT: CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION NEEDS OF MIGRANT HANDICAPPED STUDENTS, AUGUST 15 - 17, 1985

One of the major priorities of the State Department of Education is to identify avenues whereby the Department can better assist districts in meeting the educational needs of students in the high risk category. As part of this thrust, an initiative on behalf of migrant students with exceptional needs has been endorsed.

Selected personnel from regular, migrant, bilingual and special education programs are being asked to set aside the dates of August 15, 16, 17, 1985, to participate in a Policy Workshop on Special Education Needs of Migrant Handicapped Students. This workshop has been developed by the California Task Group on Special Education Needs of Migrant Children, chaired by Drs. Ramiro Reyes, Director of the Categorical Support Programs Division and Robert Fuchigami, Director of the Special Needs Division. Their primary mission is to coordinate and facilitate delivery of special education services for these students.

The Task Group, comprised of representatives from special education, migrant education, and bilingual education at the state, county, and local levels, was formed in response to the need articulated at the National Policy Workshop on this topic, sponsored by the Interstate Migrant Education Council, held in San Antonio, Texas, in August 1984. The Migrant Education Operating Agency headquartered in your county or district has been selected to participate. Each superintendent or his/her designee is requested to help us by coordinating the endeavor within your Operating Agency. Additional details will be forthcoming.

Enclosed is a list with names of people essential to the success of this workshop. Please select persons from this list to serve on your committee to spearhead planning and coordination activities with the California Task Group in the implementation of this very important workshop. Adding to this list please choose one mid-level administrator from special education, migrant education, and/or bilingual education; one special education and/or migrant teacher, and one school board member. Once you have made your selection, complete the attached form and submit it to Dr. Reyes in the self-addressed envelope by July 1, 1985.

The committee will be charged with the following:

1. Encourage and facilitate participation in the workshop. The task group will forward formal invitations and workshop details to all invited participants;

2. conduct pre-workshop planning sessions upon receipt of materials; and

3. conduct follow-up work as identified at the workshop.

A summary sheet outlining the details of the workshop is enclosed for your information and review. Should you have any questions, please contact Dr. Ramiro Reyes at (916) 445-7492.

Enclosures

cc: Migrant Directors
SELPA Directors

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814-4785

Bill Honig
Superintendent
of Public Instruction

California Policy Workshop on Special
Education Needs of Migrant Handicapped Students

Date of the Workshop: August 15, 16, 17, 1985

Location: San Jose, California

Hotel: Red Lion Inn, 2050 Gateway Place, San Jose, Ca 95110,

WORKSHOP GOALS:

A. Create an awareness among key state decision makers regarding the education needs of migrant students with specific emphasis on students with exceptional needs.

B. Involve key decision makers in the examination of various state policy, program and coorination options that can be implemented to enhance delivery of services for migrant students with exceptional needs.

C. Develop strategies for adoption of the policy changes and for implementation of the program and coordination activities to ensure that services for migrant students with exceptional needs are improved.

POTENTIAL PARTICIPANTS: Decision makers at the policy making level.

General Program Outline:

August 15	3:00 p.m.	Registration
	4:00 p.m. - 6:30 p.m.	General Session
	6:30 p.m.	Reception - cash bar
August 16	8:30 a.m.	Continental Breakfast
	9:00 a.m. -12:00 p.m.	General Session and breakout sessions
	12:00 p.m. - 1:30 p.m.	Luncheon with speaker
	1:30 p.m. - 5:00 p.m.	Group Work
August 17	8:30 a.m.	Continental Breakfast
	9:00 a.m. -12:00 p.m.	General Session and Panel Reports
	12:00 p.m. - 1:30 p.m.	Luncheon with speaker
	1:30 p.m. - 3:00 p.m.	Review and Adoption of Reports
	3:15 p.m. - 4:15 p.m.	Panel Reaction and Adjournment

This Workshop is designed to involve participants in work groups and product preparation. It is essential that participants plan to attend the Workshop throughout its duration.

Proposed speakers of national recognition include _____,
_____, _____.

Registration: Registration materials will be sent directly to selected participants upon receipt of the participant list submitted to _____ by _____. This Workshop is an authorized reimbursable event at the LEA level.

CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION NEEDS
OF MIGRANT HANDICAPPED STUDENTS

PARTICIPANT LIST

List here the names of proposed representatives to attend the California Policy Workshop on Special Education Needs of Migrant Handicapped Students. Please return this list to:_____ by July 1,1985.

County:_____

Name of County/LEA Coordinator:_____ Phone:_____

Participant List

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
☐ Special Ed.
☐ Migrant Ed.
☐ Bilingual Ed.
☐ Regular Ed.
☐ Other, Specify
_____

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
☐ Special Ed.
☐ Migrant Ed.
☐ Bilingual Ed.
☐ Regular Ed.
☐ Other, Specify
_____

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
☐ Special Ed.
☐ Migrant Ed.
☐ Bilingual Ed.
☐ Regular Ed.
☐ Other, Specify
_____

Please attach additional sheets if necessary.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

June 17, 1985

TO : Key Personnel Selected to Attend the California Policy Workshop on Special Education

FROM : Ramiro Reyes, Director
Categorical Support Programs Division

Robert Fuchigami, Director
Special Needs Division

SUBJECT: CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION NEEDS OF MIGRANT HANDICAPPED STUDENTS

One of the major priorities of the State Department of Education is to identify avenues whereby the Department can better assist districts in meeting the educational needs of students in the high risk category. As part of this thrust, an initiative on behalf of migrant students with exceptional needs has been endorsed.

Selected personnel from regular, migrant, bilingual and special education programs are being asked to set aside the dates of August 15, 16, 17, 1985, to participate in a Policy Workshop on Special Education Needs of Migrant Handicapped Students. This workshop has been developed by the California Task Group on Special Education Needs of Migrant Children, chaired by Drs. Ramiro Reyes, and Robert Fuchigami. Their primary mission is to coordinate and facilitate delivery of special education services for these students.

Your name and address has been forwarded to the county or local superintendent responsible for the migrant education operating agency headquartered in your area. This superintendent has been requested by the State Department of Education to serve as coordinator for planning and conducting pre-workshop sessions.

Attached for your information are:

1. Workshop Information Sheet - Please refer to this descriptor of workshop highlights for further details.

2. Workshop Registration Form - Please complete and send by July 1, 1985 to Jesse Fajardo, 100 Skyport Dr., San Jose, CA 95115.

3. Hotel Reservation Card - Accommodations at the workshop site are at a special workshop rate and are available through July 25, 1985. Send your hotel card directly to the Red Lion Inn, San Jose. A hotel brochure is also enclosed for your review

This workshop is an authorized reimbursable event at the LEA level.

We look forward to seeing you in San Jose. If you have any questions, please call Jesse Fajardo, (408) 947-6770.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

July 12, 1985

TO : Eighteen Operating Agency Superintendents

FROM : Ramiro Reyes, Director
Categorical Support Programs Division

SUBJECT: CALIFORNIA POLICY WORKSHOP - PREWORKSHOP MATERIALS AND TASKS

Thank you for your interest and assistance to date in helping us plan the workshop designed to enhance delivery of special education services to migrant children with exceptional needs.

As we prepare for the workshop, a considerable amount of advance work must also be completed by the participants prior to August 15, 1985. We are therefore calling upon each superintendent or designee, where appropriate, to convene the workshop participants from your Operating Agency for the purpose of conducting the work outlined in the enclosed memorandum.

You will note that we are sending a preworkshop homework packet of information to each registered individual from your region. We would strongly encourage a preworkshop planning meeting if it is feasible. Should that not be possible prior to August 15, we are then hopeful that each individual participant will complete the work on his/her own.

Thank you for your continued interest and support. Should you have any questions related to the workshop please contact me at (916) 445-7492.

RR:le

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

July 12, 1985

TO : Workshop Participants

FROM : Ramiro Reyes, Director
Categorical Support Programs Division

SUBJECT: PREWORKSHOP ASSIGNMENTS

We are pleased that you have been selected to participate in the California Policy Workshop on Special Education Needs of Migrant Handicapped Students scheduled in San Jose on August 15-17, 1985. We anticipate that we will have considerable work to do during the actual workshop, hence, we are asking participants to do some preworkshop preparation.

This preparation requires that participating counties organize and conduct a preworkshop meeting with key individuals invited from each county. The primary contact for coordinating this effort is the County Superintendent or his/her designee. A copy of the list of potential participants from your area is enclosed for your information. (Attachment A)

The purpose of the preworkshop meeting is to carry out the following tasks:

1. Review the workshop goals and reading materials. (Attachment B)

2. Review the list of findings generated at the National Policy Workshop. (Attachment C)

3. Prioritize the 27 statements of findings in terms of significant areas of concern for the State of California. Number 1 would be the most significant, Number 27 would be the least significant.

4. Once you have prioritized the findings, select the top five (5) from your list. These lists will be turned in at the time you pick up your registration materials at the workshop. Proceed to Attachment D (National Policy Workshop Findings and Recommendations) and find the top five priority rankings.

5. Review the findings' alternative recommendations, and suggested action steps and circle those that seem to be most appropriate for California.

   - Retain these worksheets; they will be used for discussion purposes at the workshop.

6. Bring your individual or committee work--especially the ranking of findings (Attachment C) to be discussed at the workshop.

Thank you for your continued interest and assistance on behalf of migrant students. We look forward to seeing you in San Jose. If you have any questions please call Joan Ainslie at (916) 324-4603 or Jose Maestas at (916) 323-4776.

Attachment A

CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION NEEDS OF MIGRANT HANDICAPPED STUDENTS

PARTICIPANT LIST

List here the names of proposed representatives to attend the California Policy Workshop on Special Education Needs of Migrant Handicapped Students. Please return this list to:_____ by July 1,1985.

County:_____

Name of County/LEA Coordinator:_____ Phone:_____

Participant List

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
- ☐ Special Ed.
- ☐ Migrant Ed.
- ☐ Bilingual Ed.
- ☐ Regular Ed.
- ☐ Other, Specify _____

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
- ☐ Special Ed.
- ☐ Migrant Ed.
- ☐ Bilingual Ed.
- ☐ Regular Ed.
- ☐ Other, Specify _____

Name:_____ Summer Mailing Address:_____

Phone:_____ Position:_____

Check One
- ☐ Special Ed.
- ☐ Migrant Ed.
- ☐ Bilingual Ed.
- ☐ Regular Ed.
- ☐ Other, Specify _____

Please attach additional sheets if necessary.

Attachment B

CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION NEEDS OF MIGRANT HANDICAPPED STUDENTS

Red Lion Inn
San Jose, California
August 15-17, 1985

Overview

The California Policy Workshop on Special Education Needs of Migrant Handicapped Students represents a major undertaking. Present research indicates that this student population is largely underserved due largely to mobile lifestyle and other factors. The overall purpose of the workshop is to stimulate dialogue among key decision makers at the local, regional, and state levels on behalf of migrant handicapped students. Additionally, the Policy Workshop is designed to encourage cooperative efforts between migrant, bilingual, special, and regular educators toward enhancement of education programs for these students.

Workshop Goals:

A. Create an awareness among key state decision makers regarding the education needs of migrant students with specific emphasis on migrant students with exceptional needs.

B. Involve key decision makers in the examination of various state policy, program, and coordination options that can be implemented to enhance delivery of services for migrant students with exceptional needs.

C. Develop strategies for adoption of the policy changes and for implementation of the program and coordination activities to ensure that services for migrant students with exceptional needs are improved.

Participants:

A broad spectrum of individuals representative of the disciplines of migrant, bilingual, special, and regular education ranging from practitioners to administrators have been selected to participate. The planning committee has also invited numerous people in policy-making positions, including representatives of the executive office, the Legislature, the State Board of Education, and the State Department of Education. Key decision makers and administrators from regional, county, and district offices have also been invited to participate.

The participants will engage in organized work sessions which are designed to facilitate the drafting of state and local implementation plans.

The Policy Workshop is sponsored by the California State Department of Education, Categorical Support Programs Division, containing the offices of migrant and bilingual education, in conjunction with the Special Education Division.

Cosponsors, organizations which have contributed staff time, funds or other support to the workshop, include the Western Regional Resource Center and the Education Commission of the States' Interstate Migrant Education Council.

READING MATERIALS SENT OUT WITH PARTICIPANT MAILING INCLUDE: Sacramento Bee article on Farm Labor (3-85) and Pyecha's April 1982 article, A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children, CEC, April 1982.

Attachment C

Please rank in order by importance 1-27 and circle top 5 areas.

Name _____
Position _____
Region _____

CALIFORNIA POLICY WORKSHOP ON SPECIAL EDUCATION
NEEDS OF MIGRANT HANDICAPPED STUDENTS

San Jose, California
August 15-17, 1985

Please rank 1 through 27 — FINDINGS

___ There is a lack of awareness on the part of staff and the general public to the urgency of addressing the problems of handicapped migrant students.

___ There is a need to establish communications at the SEA and LEA levels between and among sending and receiving states.

___ Special education and migrant personnel are frequently not represented on state parent advisory councils.

___ Noncompliance at state and local levels with existing state and federal laws and regulations.

___ Conflicts in agency goals and policies governing such things as eligibility definitions and confidentiality impede interagency cooperation in locating and identifying migrant handicapped students who require special education and related services.

___ Communication and information sharing is not adequate: a) among migrant education/special education (state and local); b) concerning update and completed MSRTS; and c) concerning systems being used with parents of migrant handicapped children.

___ Insufficient data is available at either the national or state levels relative to the incidence of migrant handicapped students.

___ State fiscal systems do not adapt for fluctuating enrollment by generating funds for eligible students regardless of when they enroll during the year or how long the enrollment lasts.

___ State fiscal systems that require a minimum number of children to fund a special education unit make it difficult to serve migrant handicapped students.

___ Migrant education and migrant health clinic staff, as well as migrant families, may not recognize handicapping conditions under state and federal education laws or know how or where to make referrals.

___ Special education staff may not be aware of migrant influx, and the effects of being migrant, i.e., lifestyle, needs, etc.

___ A lack of communication between migrant education and special education programs.

___ Migrant students may move before the referral, assessment and placement process is initiated or completed.

___ The culture and language of many migrants may cause difficulties in accurate identification; we have identified only a small percentage of a larger population.

___ Current identification systems are not being fully utilized.

___ Program gaps prevent complete and timely identification.

___ Interstate differences in assessment procedures or eligibility requirements for special education means children may have to be retested in each state and may have gaps in the special education services they receive.

___ Inadequacy of diagnosis prevents appropriate identification, e.g., in the case of language learning disabilities.

___ Interruptions, voids, discrepancies/differences exist when migrant students enter different schools during the migrancy cycle.

___ There is a lack of awareness on the part of staff and the general public to the urgency of addressing the problems of handicapped migrant students.

___ Migrant handicapped students encounter wide differences in instructional materials, curricula, and methods as they attend several schools per year.

___ A psychological and IEP may not be specifically requested, when it isn't known that a student is receiving special education and related services.

___ Records cannot be requested. The child's previous school is frequently not known.

___ The transfer of complete, accurate and timely information to address the needs of identified migrant handicapped students is problematic.

___ MSRTS does not transfer psychological reports or IEPS.

___ Special education staff may never be given needed information from the migrant data bank.

___ Migrant program MSRTS records are not updated and have insufficient information related to handicapped students.

BEST COPY AVAILABLE

Attachment D. 36

Obtained from: Proceedings Report, National Policy Workshop on Special Education Needs of Migrant Handicapped Students

The categories that emerged as a result of the analysis and synthesis process are as follows:

Section	Area of Emphasis
1.0	Awareness/State Plan
2.0	State Coordinating Committee/Awareness/Public Awareness
3.0	Advisory Council Involvement
4.0	Compliance
5.0	Interagency Cooperation
6.0	Information Sharing/Coordination
7.0	Data Collection
8.0	Funding Alternatives
9.0	Funding
10.0	Information Sharing - Health and Families
11.0	Information Awareness/Training
12.0	Communications/Cross Training
13.0	Identification and Placement
14.0	Identification/Culture and Language
15.0	Identification/Child Find
16.0	Identification/Funding and Organization
17.0	Assessment/Diagnosis
18.0	Diagnosis/Screening and Referral
19.0	Cooperation/Instructional Program and Reciprocity
20.0	Individualized Education Plan (IEP)
21.0	Instructional Materials
22.0	MSRTS/IEP
23.0	Records Transfer
24.0	Records Transfer/MSRTS
25.0	Information Transfer/MSRTS
26.0	Information Exchange
27.0	MSRTS

A numerical code that provides consistency has been utilized for purposes of reporting the findings, recommendations and suggested action steps. The code is as follows:

1.0 = Finding by Participants
1.1 = Recommendation
1.1.1 = Suggested Action Steps

Please note also that the location of each of these categories proceeds from the left to the right margins of the page.

Area of Concern: Awareness/State Plan

The members of the National Policy Workshop find that:

1.0 There is a lack of awareness on the part of staff and the general public to the urgency of addressing the problems of handicapped migrant students.

The members therefore recommend that:

1.1 Each State Director of Special and Migrant Education incorporate required sections in their annual State and Federal plans and LEA projects, which provide assurances for the identification and placement of migrant handicapped students.

The members suggest the following action steps:

1.1.1 State special and migrant education develop draft language by staff members to incorporate in their respective plans and projects.

1.1.2 State special and migrant education staff review and comment on each others draft language.

1.1.3 State and special and migrant educational staff finalize the language.

1.1.4 Incorporation of the language in the appropriate documents.

1.1.4.1 Examples of language are: section on annual application on migrant students to include:

a. Were identified migrant students enrolled in the previous school year?

b. If yes, how many were?
(1) initially enrolled as handicapped?
(2) identified as handicapped?
(3) served as handicapped?

1.1.5 State special and migrant education staff inform and in service LEAs.

Area of Concern: State Coordinating Committee/Awareness

The members of the National Policy Workshop find that:

2.0 There is a need to establish communications at the SEA and LEA levels between and among sending and receiving states.

The members therefore recommended that:

2.1 A mechanism be created at the state level to coordinate both special education and migrant education divisions.

2.2 A determination be made as to the type of information to be collected and disseminated in each division for the purpose of providing better services to handicapped migrant students.

2.3 A communication system be established at the state level which includes the special education and migrant education divisions for the purpose of developing an improved inter-intrastate coordination. This system would facilitate the transfer of information on handicapped migrant students for both sending and receiving states.

2.4 Cross-training sessions be scheduled to familiarize staff members (at the state, intermediate and local levels) assigned to implement the newly-established goals set up to serve handicapped migrant students.

2.5 A mechanism be developed at the state level to share pertinent information about special needs of handicapped migrant students. This information may include the IEP, if available.

2.6 . A special education component should be included at every regional, state and national meeting or conference addressing migrant, bilingual and special education.

The members suggest the following action steps:

2.6.1 Establish a national committee of Migrant, Bilingual, Special Education and general education personnel to create awareness of different programs.

2.6.2 Establish contact with ACLD (Association of Children with Learning Disabilities) and other appropriate organizations to create an interest in the migrant special education child.

Area of Concern: State Coordinating Committee/Awareness (continued)

2.7 Involve personnel of institutions of higher education in future conferences regarding the migrant special education child.

2.7.1 Participation of institutions of higher education should be encouraged.

2.8 Information regarding migrant handicapped students should be disseminated.

2.8.1 Publish news articles and reprints in established publications for professionals, parents and lay persons in both English and other languages.

2.8.2 Examples of journals include: *Teaching* — Council for Exceptional Children, Exceptional Children Journal, 143 Project Reports Newsletters, School Board Journal, Bilingual Education Newsletter — e.g., Forum, PTA Magazine, church journals, agriculture publications, advisory group journals.

Area of Concern: Advisory Council Involvement

The members of the National Policy Workshop find that:

3.0 Special education and migrant personnel are frequently not represented on state parent advisory councils.

The members therefore recommend that:

3.1 State advisory councils for special education should include a representative of the migrant education community in states with a significant migrant population.

The members suggest the following action steps:

3.1.1 State departments of education should develop policies to insure such representation on state advisory councils.

3.2 The state advisory council for migrant education should include a representative of the special education community.

3.2.1 State departments of education should develop policies to insure such representation on state advisory councils.

Area of Concern: Compliance

The members of the National Policy Workshop find that:

4.0 Noncompliance at state and local levels with existing state and federal laws and regulations.

The members therefore recommend that:

4.1 States and districts be held accountable for enforcing all provisions of PL-94-142 as they relate to migrant handicapped students.

The members suggest the following action steps:

4.1.1 Conduct federal monitoring.

4.2 Districts be held accountable for enforcing all state regulations pertaining to the migrant handicapped student.

4.2.1 Conduct state monitoring.

4.3 Student progress and related support services be monitored at all levels in migrant education/special education programs.

4.4 That current federal and state regulations be examined to identify potential areas for consolidation conducive to streamlining the service delivery system.

4.4.1 That an inquiry be issued to the appropriate staff of the U.S. Education Department as well as respective states for the purpose of clarifying and interpreting statutes, regulations, rules and policy memorandums affecting the exchange of information of migrant handicapped students and/or their instructional programs.

4.4.2 That the responses to the inquiries from this review be disseminated to appropriate recipients.

4.4.3 That if the inquiry responses merit it, regulation changes be considered.

Area of Concern: Inter Agency Cooperation

The members of the National Policy Workshop find that:

5.0 Conflicts in agency goals and policies governing such things as eligibility definitions and confidentiality impede inter agency cooperation in locating and identifying migrant handicapped students who require special education and related services.

The members therefore recommend that:

5.1 National and state intra agency memoranda of understanding should be developed and implemented.

The members suggest the following action steps:

5.1.1 State Directors of Migrant and Special Education need to take the responsibility to develop a state level agreement.

5.1.1.1 The agreement needs to serve as a model for the development of local district agreements.

5.1.2 The State Plan for migrant and special education needs to contain similar components that address issues concerning the identification of migrant handicapped students.

5.1.3 Coordination activities need to be established for the use of Preschool Incentive Grant funds from PL 94-142 and pre-school migrant programs.

Area of Concern: Information Sharing/Coordination

The members of the National Policy Workshop find that:

6.0 Communication and information sharing is not adequate

- — among migrant education/special education (state and local);
- — concerning update and completed MSRTS;
- — concerning systems being used with parents of migrant handicapped children.

The members therefore recommend that:

6.1 Existing information such as:

- — SPECIAL NET (electronic mail) on state, local, national levels; MSRTS; etc., be shared.

The members suggest the following action steps:

6.1.1 List information available and explain ways to share information on national responsibilities. Generate a list.

6.1.2 Decide who should be involved in sharing information, e.g., parents, parent coalitions, etc.

6.1.3 Decide what systems should be used.

6.2 Effective coordination between educational programs, at the federal, state and local levels must occur so that a total educational effort is directed at addressing the special education needs of migrant/bilingual/handicapped students.

6.2.1 State accreditation/monitoring require evidence of coordination between programs.

6.2.2 State plans for special education include descriptions requiring evidence of coordination between program.

6.2.3 Chief state school officials initiate/continue dialogue on the coordination of programs.

6.2.4 Timelines be set to carry out each of the above listed action steps.

Area of Concern: Information Sharing/Coordination (continued)

6.3 Federal and state legislation language should be strengthened to insure and emphasize coordination and communication between migrant education/special education programs.

6.4 Incentives should be provided at the national level for intra program coordination training to take place at all levels.

6.5 Liaisons be established with the 143 projects for the purpose of increasing public awareness regarding the urgency of the problems of migrant/handicapped students.

6.5.1 Expand the mailing list for the 143 National Migrant Special Education Center Newsletter to include migrant and special education personnel and legislators for the purpose of increasing public awareness relevant to the problems of migrant handicapped students.

6.5.2 Contact the 143 MENDIC staff to request space in its newsletter for the purpose of providing additional visibility to professional groups regarding migrant/handicapped students.

Area of Concern: Data Collection

The members of the National Policy Workshop find that:

7.0 Insufficient data is available at either the national or state levels relative to the incidence of migrant handicapped students.

The members therefore recommend that:

7.1 A request be made that the MSRTS data bank provide a list of all identified special education migrant students by LEA.

7.2 Collect data to reflect the number of migrant children who are handicapped and the number of served migrant handicapped children.

The members suggest the following action steps:

7.2.1 Utilize child find services to insure that all migrant handicapped children are identified, evaluated and placed.

7.2.2 Determine status of identified students and type of service and handicapping condition.

7.2.3 Review current research efforts of SEA's, universities, and private foundations, etc.

7.2.4 Encourage maximum utilization of funds available for research to be directed towards needs of migrant handicapped students.

7.2.5 Conduct awareness sessions for multi-interest groups (example, Council for Exceptional Children) at regional, state, and local educational meetings, conferences, and workshops.

Area of Concern: Funding Alternatives

The members of the National Policy Workshop find that:

8.0 State fiscal systems do not adapt for fluctuating enrollment by generating funds for eligible students regardless of when they enroll during the year or how long the enrollment lasts.

The members therefore recommend that:

8.1 Chief State School Officers should contact appropriate state decisionmakers regarding modification of the system that addresses this generating of funds for migrant special education students.

The members suggest the following action steps:

8.1.1 Different timelines exist among states for determining funding for special education students, therefore, a common timeline should be established.

Area of Concern: Funding Alternatives

The members of the National Policy Workshop find that:

9.0 State fiscal systems that require a minimum number of children to fund a special education unit make it difficult to serve migrant handicapped students.

The members therefore recommend that:

9.1 Money should be appropriated to continue efforts to improve research regarding the migrant handicapped child.

The members suggest the following action steps:

9.1.1 Promote research.

9.2 A provision for allowing 2 FET for identified and evaluated special education migrant students be created.

9.2.1 Lobby with special education interests and migrant education interests for change in legislation.

9.3 The starting age for migrant education be lowered to 3 years for funding purposes to parallel special education.

9.3.1 Change migrant education regulations on age range to be funded.

9.4 There is a need to develop more incentives for funding formulas in migrant education.

9.4.1 Work at state and federal levels to assure increased funding for identification of migrant handicapped children.

Area of Concern: Information Sharing-Health and Families

The members of the National Policy Workshop find that:

10.0 Migrant education and migrant health clinic staff, as well as migrant families, may not recognize handicapping conditions under state and federal education laws or know how or where to make referrals.

The members therefore recommend that:

10.1 Migrant education personnel should be trained in identifying those students who may need to be referred for special education services.

The members suggest the following action steps:

10.1.1 Develop procedures that specify that the State Director of Special Education is responsible to arrange for appropriate state and local migrant education personnel to receive in-service training regarding the identification of special education students.

10.1.2 A state level joint conference involving both special education and migrant personnel should be scheduled to identify state and local issues and recommended solutions.

10.2 Migrant families should be made aware of:

- identifying possible handicapping conditions;
- how to initiate a referral for special education services when entering a school system;
- their rights and responsibilities;
- programs available for their child;
- how to transport personally identifiable information on their handicapped child.

10.2.1 The State Migrant Education Director is responsible for arranging parent training activities for migrant families. Training could be done through:
- meetings
- one to one contacts
- printed materials

10.2.2 Develop a pilot project that would allow parents to carry special education assessment and IEP information with them to the next school upon enrollment.

Area of Concern: Information Awareness/Training

The members of the National Policy Workshop find that:

11.0 Special education staff may not be aware of migrant influx, and the effects of being migrant, i.e., lifestyle, needs, etc. Student folders do not indicate the student was/is enrolled in a migrant program. Migrant records are only shared between migrant programs.

The members therefore recommend that:

11.1 Special education personnel be trained on the effects of being migrant.

The members suggest the following action steps:

11.1.1 The State Director of Migrant Education is responsible to arrange for appropriate in-service training for special education personnel regarding the effects of being migrant.

11.2 Staff development and training be emphasized and increased at the local, state, and national levels relevant to migrant handicapped students.

11.2.1 Schedule SEA/LEA sponsored mini workshops specifically geared toward migrant handicapped students' needs.

11.2.2 Insure that MSRTS training is provided for all personnel working with migrant students so that there is understanding and use of information concerning handicapped children.

11.2.3 Provide mini libraries, reference materials, etc., to LEA/SEA curriculum staff for self growth.

11.2.4 Encourage LEA level discussion groups between regular, special education and migrant personnel.

11.2.5 Formulate a cross-reference of special education information on health record (MSRTS) giving more than name of contact person, but less than complete IEP, for example, coded 9 items of information added to MSRTS.

11.2.6 The strengthening of teacher training preservice programs to emphasize bilingual programming, identification and assessment techniques, etc.

Area of Concern: Information Awareness/Training (Continued)

11.2.7 Provision of formative training through inservice programs to enhance the skills of teachers, administrators, assessment personnel, etc., to competently identify migrant handicapped students.

Area of Concern: Communication/Cross Training

The members of the National Policy Workshop find that:

12.0 A lack of communication between migrant education and special education programs.

The members therefore recommend that:

12.1 Cross training programs for personnel and parents in special education and migrant education programs be developed and implemented. This training should encompass the spectrum of services from the national to local levels.

The members suggest the following action steps:

12.1.1 Special Education/Migrant Education Programs should develop a calendar of events beginning at the state level to implement training.

12.1.2 Develop brochures, manuals and resource directories for use by both programs.

12.1.3 Provide opportunities for special education/migrant education personnel and parents to attend each other's workshops and conferences.

Area of Concern: Identification and Placement

The members of the National Policy Workshop find that:

13.0 Migrant students may move before the referral, assessment and placement process is initiated or completed. The next school in which the student is enrolled usually is unaware that such assessments have been required.

The members therefore recommend that:

13.1 Red flag the educational MSRTS records to alert the LEA that a partial assessment has taken place; latest assessment date should be included.

The members suggest the following action steps:

13.1.1 LEAs should become aware of the urgency of reviewing student's education (MSRTS) records which have been flagged as special education.

13.2 Awareness sessions should be provided to parents whose students are participating in a special education program.

13.2.1 Sessions should explain the urgency and importance of hand carrying records to receiving LEAs.

13.2.2 Sessions should also instill upon parents the communication to the receiving LEAs of the child's participation in the special education program.

13.3 Barriers that exist at the federal level that impede LEA-SEA from identifying the migrant handicapped be analyzed.

The members suggest the following action steps:

13.3.1 The establishment of a National Task Force formed by the Migrant Council, NASDME, NASDSE and others as appropriate.

Area of Concern: Identification/Culture and Language

The members of the National Policy Workshop find that:

14.0 The culture and language of many migrants may cause difficulties in accurate identification; we have identified only a small percentage of a larger population.

The members therefore recommend that:

14.1 Child Find activities be re-emphasized in relationship to the handicapped migrant child.

The members suggest the following action steps:

14.1.1 The development of state PSA's, pamphlets, etc., for broad distribution.

Area of Concern: Identification Child Find

The members of the National Policy Workshop find that:

15.0 Current identification systems are not being fully utilized.

The members therefore recommend that:

15.1 Personnel make full use of Child Find and emphasize front end (sending states informs receiving states) identification.

The members suggest the following action steps:

15.1.1 Request that Child Find include migrant students.

15.2 Foster an active advocacy system at both the sending and receiving sources, with special emphasis on the sending source.

15.2.1 Have migrant personnel take the initiative to inform special education personnel that a student is a migrant.

15.2.2 As a result of 15.2.1 Migrant and Special Education personnel should develop working relationships.

15.2.3 Develop screening as early as possible at receiving site.

15.2.4 Utilize existing information groups, e.g., protective advocacy commission, etc., to expand identification efforts.

Area of Concern: Identification/Funding and Organization

The members of the National Policy Workshop find that:

16.0 Program gaps prevent complete and timely identification.
Gaps exist: — where there are no programs for migrant handicapped students
— because of short time in extended programs.

The members therefore recommend that:

16.1 Incentives be developed for all levels of operation to identify migrant handicapped students.

The members suggest the following action steps:

16.1.1 Consider and provide extra funding incentives. Example: 2 FTE for identified migrant handicapped students — ages 3-21.

16.1.2 Promote and spotlight MSRTS.

16.1.3 Prepare list of identified migrant handicapped students for LEA.

16.1.4 Encourage state migrant coordinators to collaborate with special education directors.

16.1.5 Encourage special education personnel to use MSRTS if no migrant education program is available in LEA.

16.2 Each State Director of Special and Migrant Education incorporate in their ongoing program monitoring system, provisions which examine the extent to which the identification and placement of migrant handicapped students are addressed in the implementation of special and migrant education programs in each LEA.

16.2.1. All plans and projects are reviewed and approved/disapproved based on compliance with the requirements.

16.2.2 Program audits are conducted.

Area of Concern: Identification/Funding and Organization (continued)

16.2.3 Commendations are given to LEAs which have implemented the requirements.

16.2.4 Corrective action plans are developed to comply with the requirements.

16.3 Identification activities should follow the student from secondary programs into further education, supported or competitive employment.

16.3.1 Identify and refer those existing migrant/handicapped students who, because of age, maturity or leaving school, need to transition to other programs such as:

— Vocational rehabilitation
— Adult education
— Health and rehabilitation services

16.4 A uniform nationwide card be provided for every identified special education migrant student having received special education services.

16.4.1 The MSRTS should provide the cards upon identifying the child as needing special education services.

Area of Concern: Assessment/Diagnosis

The members of the National Policy Workshop find that:

17.0 Interstate differences in assessment procedures or eligibility requirements for special education means children may have to be retested in each state and and may have gaps in the special education services they receive. This includes conflicts in agency goals and policies governing such things as eligibility definitions and confidentiality which may impede interagency cooperation in locating and indentifying migrant handicapped students who require special education and related services

The members therefore recommend that:

17.1 Minimal tests/criteria be established to determine eligibility for special education placement nationwide.

The members suggest the following action steps:

17.1.1 That a standing committee be comprised of migrant and special education personnel from each state to agree upon minimal eligibility criteria.

17.2 Special emphasis be placed on categories for:
— mentally retarded
— specific learning disability
— emotionally disturbed

17.1.2 The information regarding eligibility criteria should be placed on the MSRTS form for better interstate communication, once eligibility criteria is developed.

17.3 The federal government require each state to participate in the development of minimal criteria and reciprocity.

17.3.1. That the executive committee of NASDME and the office of NASDSE address the issue as stated in the recommendations.

17.4 A standardized, nationwide eligibility criteria be established, and that procedures for assessment of migrant handicapped students be developed.

Area of Concern: Assessment/Diagnosis (continued)

17.4.1 Identify appropriate authority in special education (national and state).

17.4.2 Explore specialized expertise, using known resources, e.g., North Carolina.

17.4.3 Involve states with mutual traffic. (For example, there is the model secondary credit accrual project currently implemented between states such as Washington and Texas.)

Area of Concern: Diagnosis/Screening and Referral

The members of the National Policy Workshop find that:

18.0 Inadequacy of diagnosis prevents appropriate identification, e.g., in the case of language learning disabilities. Dimension of the problem includes:

— difficulties in diagnosis related to language and culture.
— inadequate staff development and training.

Candidates for preparation of professional staff who are bilingual/bicultural in the field of diagnosis need to be recruited by institutions of higher education.

The members therefore recommend that:

18.1 Encourage more complete staff development and training.

18.2 Special attention be given to areas related to language problems, etc.

The members suggest the following action steps:

18.2.1 Formalize state and local implementation of special education, e.g., PDSP-PL 94.142 (Personnel Development State Plan) and state directory.

18.2.2 Needs assessments should lead to an agenda for staff training.

18.3 Initial entry screening on campus by the diagnostic team be provided to students upon their enrollment rather than restricting screening to the beginning of semesters.

18.3.1 The team would maintain an ongoing list of students who have been referred and what action was taken by diagnostic teams.

18.3.2 The diagnostic team would maintain a notebook of students who are receiving services in each of the areas; represents all services to students outside of the general classroom program.

18.3.3 The diagnostic team members would assist one another in combining all diagnostic data about students.

Area of Concern: Cooperation/Instructional Program & Reciprocity

The members of the National Policy Workshop find that:

19.0 Interruptions, voids, discrepancies/differences exist when migrant students enter different schools during the migrancy cycle.

The members therefore recommend that:

19.1 The special education classroom and migrant classroom teacher work cooperatively to design an instructional plan for the delivery of services to handicapped migrant students.

The members suggest the following action steps:

19.1.1 That pilot sites be commissioned to design, field test and implement models of inter/intra state cooperative student services delivery programs.

19.1.2 Consider seminar sessions for local, regional and state personnel to promote better understanding of each other's role in service delivery to migrant handicapped students.

19.1.3 That state divisions for migrant and special education issue joint statements of support and encouragement for coordination of services delivery to students and administratively seek ways to support the coordination concept as exemplified by the California State Department of Education model.

19.2 That reciprocity of service component information be established to expedite the delivery of services to migrant handicapped students.

19.2.1 That states and local school districts be identified and requested to voluntarily examine and consider program service areas amiable to reciprocity.

19.2.2 That funding alternatives be examined for establishing the concept of inter/intra state reciprocity of service delivery systems for handicapped migrant students.

Area of Concern: Individualized Education Plan (IEP)

The members of the National Policy Workshop find that:

20.0 There is a lack of awareness on the part of staff and the general public to the urgency of addressing the problems of handicapped migrant students.

The IEP concept as a pre-instruction management tool has deteriorated to a direct lesson planning process.

The members therefore recommend that:

20.1 The baseline IEP and assessment procedures information that will assist in the delivery of services to the handicapped migrant student be defined and correlated so as to suggest a non-mandatory planning structure.

The members suggest the following action steps:

20.1.1 That a Task Force be created consisting of federal, state and local personnel as well as parents of migrant students to define and develop an IEP baseline system which can be exchanged between and within states.

20.1.2 That the MSRTS national committee explore the possibility incorporating specific diagnostic test data and IEP on the students education record similar to the proposed North Carolina model currently being developed.

20.1.3 That the MSRTS national committee disseminate results of their work and the adoption of their recommendations be sponsored by the Education Commission of the States Interstate Migrant Education Council and the National Council for Exceptional Children.

Area of Concern: Instructional Materials

The members of the National Policy Workshop find that:

21.0 Migrant handicapped students encounter wide differences in instructional materials, curricula, and methods as they attend several schools per year.

The members therefore recommend that:

21.1 Changes/modifications in the MSRTS be identified or proceed with development of an entirely new system to minimize such differences on minimum graduation requirements in the curricula, methods, and instructional materials/equipment used when handicapped migrant students attend several schools during the school year.

Area of Concern: MSRTS/IEP

The members of the National Policy Workshop find that:

22.0 A psychological and IEP may not be specifically requested, when it isn't known that a student is receiving special education and related services. These records are not forwarded with migrant record requests and require separate parental permission to be released.

The members therefore recommend that:

22.1 The existing national computer system (MSRTS) software be modified regarding special education contact data to include: (1) "Referral made on _____date_____ and assessment incomplete" and (2) "Eligibility for special education services was established on _____date_____ in the area of _____handicap_____ which is the special education classification of the student." MSRTS should include a contact person, telephone, and address.

22.2 Special education contact data be made available through the critical data process.

22.3 The special education contact data remain on the MSRTS record for three years after the last update.

The members suggest the following action steps:

22.3.1 Obtain interstate agreements to share special education information via MSRTS and other means by requested that the Council of Chief State School Officers pass a resolution of support.

23.3.2 In the absence of confidential records, the MSRTS special education contact data shall be used for temporary placement.

23.3.3 Migrant and special education staffs shall plan and exchange information regarding migrant students with special education needs.

22.3.4 Obtain parental permission for release of MSRTS special education information to other educational agencies.

Area of Concern: Records Transfer Alternatives

The members of the National Policy Workshop find that:

23.0 Records cannot be requested. The child's previous school is frequently not known.

The members therefore recommend that:

23.1 The receiving LEA identify and then contact the child's previous school for access of special education records.

The members suggest the following action steps:

23.1.1 Call contact data person appearing on the MSRTS education form.

23.2 Parents sign off on permission prior to the release of special education records to any receiving LEA who would be placing the student in an educational setting.

23.2.1 The release statement could be included in the "other" category of the Certificate of Eligibility (COE) form.

23.3 The COE should contain a statement releasing behavioral confidential information to special education and/or migrant personnel.

23.4 Records be hand carried by the child's parent and/or child.

Area of Concern: Records Transfer/MSRTS

The members of the National Policy Workshop find that:

24.0 The transfer of complete, accurate and timely information to address the needs of identified migrant handicapped students is problematic.

The members therefore recommend that:

24.1 The special education section of the MSRTS should be expanded to include the IEP and evaluation forms.

The members suggest the following action steps:

24.1.1 That a Task Force Committee be created at the national level to address the components of the expansion and the inclusion of the IEP and the evaluation section.

24.1.2 Use the IEP as the basic form to meet the minimum requirements contained in law.

24.2 Update of the MSRTS record by receiving states as soon as new information is available and prior to disenrollment of migrant students from the school site.

24.2.1 Develop management procedures to minimize the time involved in processing records.

24.3 State legislation, where appropriate, should be developed to insure effective use of the MSRTS as expanded.

24.3.1 Special Education/Migrant Education personnel and parents should mobilize an effort to gain support from local boards and policy making groups at the local level that will bring about legislation to insure effective use of this system.

24.4 The transfer of complete, accurate and timely information is critical and efforts should be undertaken at the federal and state levels to identify effective alternatives to address these needs.

Area of Concern: Information Transfer/MSRTS

The members of the National Policy Workshop find that:

25.0 MSRTS does not transfer psychological reports or IEPs.

The members therefore recommend that:

25.1 A mini IEP be made part of the MSRTS educational record.

The members suggest the following action steps:

25.1.1 The mini IEP which should be dated could include a listing of interventions and dated psychological reports.

25.2 The IEP should be updated by the receiving LEA.

25.2.1 Ongoing updates should be made part of the MSRTS educational records as a student migrates.

25.3 The home base contact data person should maintain a composite IEP that includes all updates from other LEAs.

25.3.1 When updating a student's IEP, a statement should indicate whether or not the screening process was completed.

25.4 MSRTS migrant LEA staff make available the records (data) to appropriate special education personnel.

25.4.1 Ongoing staff development needs to occur at LEA with clerks to insure that records are routed appropriately to special education personnel.

Area of Concern: Information Exchange

The members of the National Policy Workshop find that:

26.0 Special education staff may never be given needed information from the migrant data bank.

The members therefore recommend that:

26.1 Special education teachers working with migrant sudents have access to information in order to provide more adequate special education services.

The members suggest the following action steps:

26.1.1 Although records are protected by law, legislation should be enacted in order for information to be made accessible to appropriate special education teachers for the common interest of the migrant child according to the provisions set forth in P.L. 94-142.

26.1.2 Through MSRTS, all appropriate information could be maintained and transferred on handicapped migrant students.

26.2 All referrals be processed for any type of special service through a diagnostic team with members representing all services available to students.

26.2.1 The diagnostic team would maintain a list of initial entry screening information (building levels).

26.3 Information listed on MSRTS data base should be shared with special education personnel.

26.3.1 Develop a standard release form that will allow information to be shared upon request by other programs.

26.3.2 Make a copy of the migrant student record available for special education file/personnel.

26.3.3 Develop, at state level, a unified system that will facilitate interstate coordination and communication of programs in special education/migrant education.

Area of Concern: MSRTS

The members of the National Policy Workshop find that:

27.0 Migrant program MSRTS records are not updated and have insufficient information related to handicapped students. The child may have moved several times and the special education contact person is not changed.

The members therefore recommend that:

27.1 Information on MSRTS as it relates to special education children be reviewed and additional components added.

The members suggest the following action steps:

27.1.1 The National MSRTS Committee needs to convene a Task Force composed of migrant and special educators to review the existing components and recommend additional or deletions for special education children.

27.1.1.1 The Task Force needs to include a lawyer specializing in special education who can address the legality of issues dealing with confidentiality, parents' rights, etc.

27.1.2 A National Registry of Migrant/Handicapped Students needs to be established as part of the MSRTS.

Appendix E

Agenda

California Policy Workshop on Special Education Needs
of Migrant Handicapped Students

Red Lion Inn
San Jose, California
August 15—17, 1985

PROGRAM

Thursday, August 15		Location
10 a.m. to 12 noon	California Policy Workshop Committee Meeting	Sico Room #258 Workshop Headquarters
1 to 8 p.m.	Registration	Monterey/Carmel Foyer
1 to 2:30 p.m.	Briefing for Workshop Facilitators and Recorders	Sico Room #264
3 to 4:30 p.m.	Opening Session	Pine Foyer

Workshop Moderator
Senator John D. Perry
New York State

Welcome Santa Clara County
Office of Education
Louis S. Barber
Assistant Superintendent

LEA Perspective

Troy Bramlett, Superintendent
Monterey County Office of
Education

Welcome from the State Department of Education
Introduction of Keynote Speaker

Ramiro Reyes
Associate Superintendent
Division of Categorical
Support Programs
State Department of Education

Keynote Speaker

Leonard Olguin
Professor of Bilingual Education and Teacher Training
California State University,
Long Beach

Thursday, August 15 (cont.)		Location
4:30 to 4:45 p.m.	Break	Pine Foyer
4:45 to 6 p.m.	A National Overview of the Migrant Education Program John D. Perry Senior Project Consultant Interstate Migrant Education Council Denver, Colorado Overview of Special Education Maynard Reynolds, Professor Department of Educational Psychology University of Minnesota Minneapolis, Minnesota Overview of Bilingual Education Dan Ulibarri, Director National Clearinghouse for Bilingual Education Rosslyn, Virginia Closing Remarks Senator John D. Perry	Pine
6 to 8 p.m.	Reception No host bar Dinner on your own	Oak

Friday, August 16		
8 to 10:30 a.m.	Registration	Monterey/Carmel Foyer
8:30 to 9 a.m.	Continental Breakfast	Sierra Foyer
9 to 10:15 a.m.	LEA Perspective James Baker District Superintendent Pajaro Valley Unified School District Gerald Rosander County Superintendent San Diego County Schools	

Friday, August 16 (cont.) — **Location**

California Department of Education Presentations — Sierra

- Primary Elements in Special Education Programs

  Robert Fuchigami, Director
  Special Education Division

  Leo Sandoval, Administrator
  Special Education Division

- Primary Elements in Migrant Education Programs

  Jack Schaeffer, Manager
  Migrant Education Office

- Primary Elements in Bilingual Education Programs

  Leo Lopez, Manager
  Bilingual/Bicultural Education Office

10:15 to 10:30 a.m. — Break — Sierra Foyer

10:30 to 10:45 a.m. — Preview of Workshop Approach
John D. Perry

10:45 to 11:45 a.m. — Break-out groups

Establishing California Priorities

Group	Group leaders	Location
A1	Leo Sandoval	San Simeon
A2	Allan Simmons	San Martin
A3	Christine Amato and Paula Tucker	Santa Clara
B1	Celia Ayala	Carmel
B2	William Melendez	San Jose
B3	Paul Nava	Sico Room #250
C1	Kathy Ross Summers	Sico Room #256
C2	Velma Gonzalez	Sico Room #264
C3	Marion Miller	Sico Room #266

Friday, August 16 (cont.)		Location
11:45 a.m. to 12 noon	Break	
11:55 a.m. to 1:15 p.m.	Lunch	Cascade
	LEA Perspective Eugene Even County Superintendent Butte County Superintendent of Schools	
	Keynote Speaker Xavier Del Buono Deputy Superintendent Specialized Programs Branch California State Department of Education	
1:15 to 2:45 p.m.	Development of Implementation Strategies	Break-out Groups
2:45 to 3 p.m.	Break	Monterey/Carmel Foyer
3 to 4:30 p.m.	Finalization of Implementation Reports	Break-out Groups
4:30 to 5 p.m.	General Session	Sierra
	Concluding Remarks John D. Perry	
5 p.m.	Adjournment Dinner on your own	

Saturday, August 17		
8:30 to 9 a.m.	Continental Breakfast	Donner Pass Foyer
9 to 9:15 a.m.	General Session Opening Remarks Ramiro Reyes	Donner Pass
9:15 to 10 a.m.	Panel Presentation Groups A1, B1, C1	Donner Pass
10 to 10:15 a.m.	Break	

Saturday, August 17 (cont.)		Location
10:15 to 11 a.m.	Panel Presentation Groups A2, B2, C2	Donner Pass
11 to 11:45 a.m.	Panel Presentation Groups A3, B3, C3	Donner Pass
11:45 a.m. to 12 noon	Break	
12 noon to 1:30 p.m.	Lunch	Siskiyou
	Panel Presentation--Reaction to Group Implementation Strategies Louis S. Barber Assistant Superintendent Student Services Division Santa Clara County Office of Education William Melendez, Director Migrant Education, Region 16 Monterey County Office of Education Dan Ulibarri, Director National Clearinghouse for Bilingual Education Rosslyn, Virginia	
1:30 to 2 p.m.	Summary of Workshop Proceedings and Wrap Up John D. Perry Ramiro Reyes	Donner Pass
2 to 3 p.m.	Regional Caucuses Discussion of Action Plans Use on a first come, first served basis.	You may choose from these rooms: San Carlos San Martin San Juan Sico #258 San Jose Sico #250 Sico #256 Sico #264 Sico #266
3 p.m.	Adjourn	

Appendix F

Participants

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Appendix F

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